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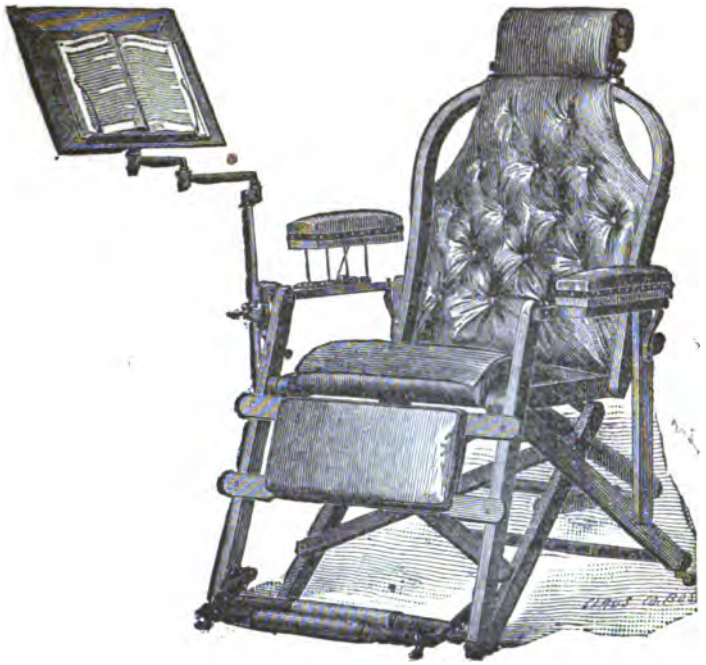

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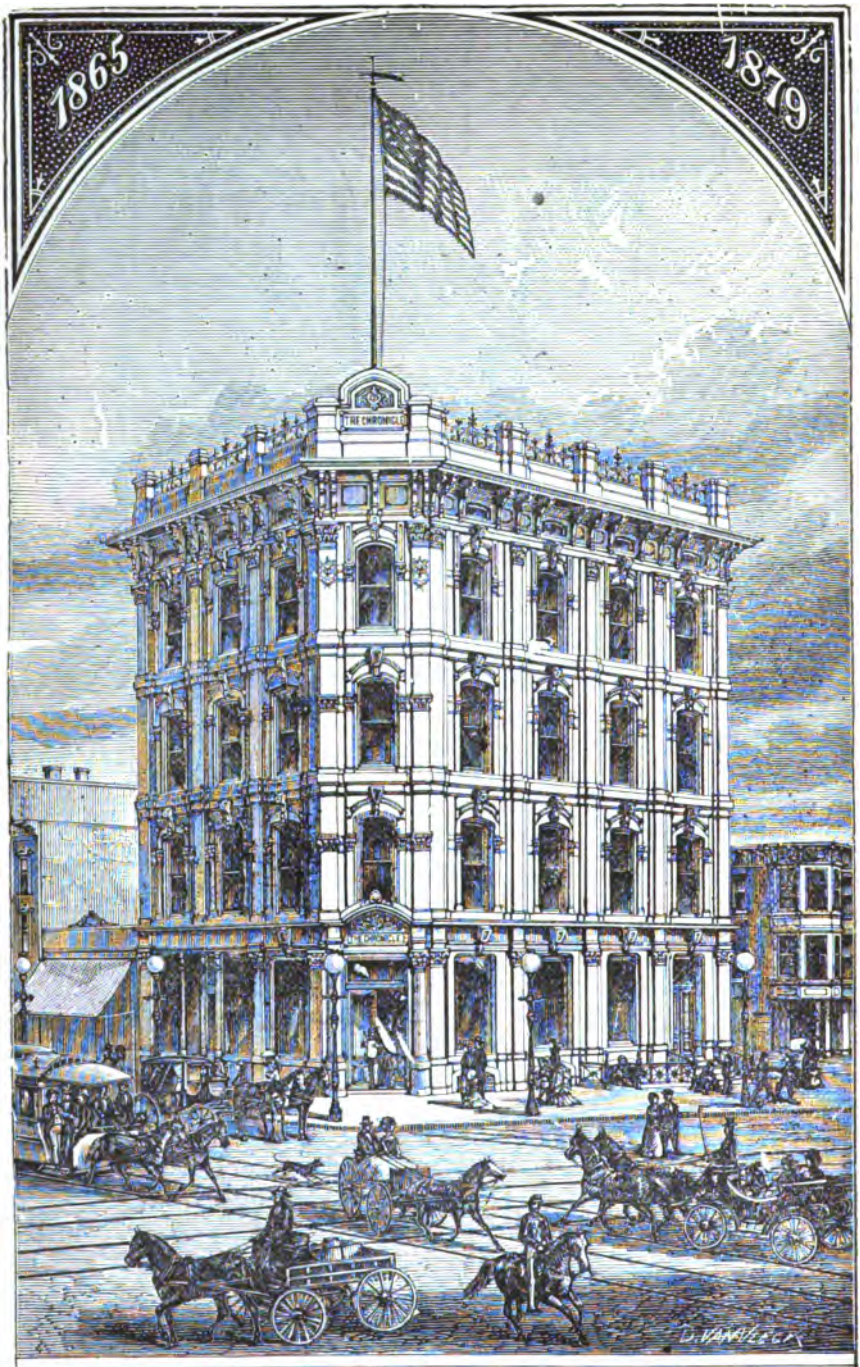

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THE

CALIFORNIA TEACHER

AND

HOME JOURNAL.

JANUARY, 1885.

VOL. III, No. 6.

No. 4 Jan Vol. II.

Official Organ of the Department of Public Instruction.

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OFFICIAL ORGAN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

VOL. III. JANUARY, 1885. No. 6.

REPORT OF STATE SUPERINTENDENT WELCKER.

The biennial report of the State Superintendent of Public Instruction has come to this office. It is by all odds the ablest document that has ever emanated from that Department. It embraces a wide range of topics, to which we earnestly call the attention of every thinking man and woman, who feels an interest in the progress of our public schools. The following extracts fairly indicate the spirit which pervades this report.

NATIVITY OF CENSUS CHILDREN.

For 1883, the Census Marshals reported the nativity of 322,094 children not more than seventeen years of age. Ac-

cording to these reports, we had in this State in 1883 : Native born children, both parents native born, 158,722; native born children, one parent foreign born, 44,341; native born children, both parents foreign born, 113,160; foreign born children, 5,871. Or, expressed in percentage, in 1883: Per cent of our children of native born parents, 49.27; per cent of our children who had one foreign parent, 13.77; per cent of our children who were of foreign parents, 35.13.

For 1884, the Census Marshals reported the nativity of 319,286 children not more than seventeen years of age. According to these reports, we had in this State in 1884: Native born children, both parents native born, 157,835: native born children, one parent foreign born, 44,805; native born children, both parents foreign born, 112,359; foreign born children, 4,287. Or, expressed in percentage, in 1884; Per cent of children of native born parents, 49.43; per cent fo children who had one parent foreign born, 14.03; per cent of children, who were of foreign parents, 35.19.

GENERAL CONDITION OF THE PUBLIC SCHOOLS.

I am able to state that our public schools are in good condition, and are continually reaching forth towards a betterment.

The influence of the Normal Schools is being felt more and more; and the graduates of the State University are becoming more and more frequently members of the teaching profession. Although there is room for much improvement of this direction, still it gratifies me to believe that the people are evincing greater interest in the schools where their children are being educated. There is much liberality and enlightened foresight displayed in the manner in which

local taxes are self-imposed, and in the cheerfulness with which they are paid for "additional school facilities."

More attention is also paid to the election of proper men for the highly responsible office of School Trustees. The most upright and the wisest men in a district should be chosen to fill those offices.

A glance at the extracts from the reports of the County Superintendents will show, with a very few regretable exceptions, an announcement of good condition, and progress so constant as to be monotonous; but it is a blessed monotony, and that single tone is one of sweet music which we would not wish to disturb.

The one *great* want in the public schools is a greater attention on the part of teachers and other authorities to moral instruction—to *character building*. To turn out good, honest, clean-living men and women, is that which should be, not merely acknowledged, but *felt* to be the principal end and aim of the public schools; that nothing should come before or be allowed to interfere with this good design; that intellectual education should be subordinated to it, and that this instruction should be not merely incidental, coming to the front on all suitable occasions, but it should have its regular and frequent place on the programme of exercises. It should never be omitted or postponed in favor of anything else.

INADEQUATE COMPENSATION OF COUNTY SUPERINTENDENTS.

Another great defect in the system of the public schools, is the fact that in many of the counties the Superintendents of the schools are poorly paid; so poorly, indeed, that we can scarcely speak of their slender stipends as pay at all. The County Superintendent should be able to give—and

should be required to give—the whole of his time to the duties of his office. The County Superintendent is the most important officer connected with the system of public education. And further, there is no officer of the county of greater consequence to the vital and permanent interests of the county: not the County Clerk, not the Sheriff, not even the Superior Judge. I am aware that this will sound like a bold proposition, and it will not be received with a ready assent; but it is true nevertheless.

A little reflection will convince an enlightened mind of its truth. Those officers who are generally regarded as the important officers of the county, and most of whom receive liberal, not to say lucrative compensation, are mainly engaged about our property, and the administration of criminal law; they are concerned with the temporary, evanescent affairs of a single generation; their acts have rarely consequences extending beyond a single generation. But the County Superintendent is the head of a system of the public education of the county. It is for him to supervise, control and lead those institutions which are instructing and *building the characters* of the people. The pupils of to-day will be the people of to-morrow; and the well-being of the people and the perpetuity of our liberties depend upon the character and enlightenment of the people. More than upon any other factor do these depend upon the schools. And this officer is the head of the schools. If the head be poor—poor of himself or poor as an officer by reason of his fetters—it is likely that the body will be poor. But if the Superintendent be an active, vigilant, enthusiastic officer, and an experienced teacher, no limit may be placed to the good which his services may bring to the public.

In every county the Superintendent of the schools

should receive a decent and comfortable support, so that he may be contented, and able to give his whole time to his duties. His reasonable traveling expenses should be reimbursed to him. Certainly they should not be deducted from his salary, which, as said before, should be decent and comfortable. He should have certain days fixed for duty in his office, and the entire residue of his time should be given to continuous visitation of the schools. Then the teachers and Trustees would know that they were being continually looked after. The teachers would feel that they had a professional friend to advise and sympathize with them—one capable of instructing and helping them. His frequent visits and constant supervision would create and preserve thorough organization; would infuse into the system all the new and valuable improvements evolved by experience everywhere, and would make the system consistent and homogeneous. His efforts would be those of an equalizer, to raise the lowest school on to a level with the highest, and to make them everywhere good.

It will be objected that many counties are too poor to pay their School Superintendent a salary which will engage his whole time in their service; that they are too sparsely settled, and that they must wait till more money shall have been invested within their borders. The ready answer is that to have good schools in the county is the best invitation to settlement and investment; with population comes wealth, the enhancement of existing property, and the production of more. Let it be well understood that any county, even the remotest and least developed, has superior schools, and the fact will give an immediate and great impulse to migration thither. Now, this great desideratum may be had by simply paying one officer a decent salary.

The people can impose a local tax on themselves for additional school facilities, and surely no school facilities can be so valuable as a good Superintendent. But I prefer to invite the attention of the Legislature to this important matter, and leave the details of accomplishing this great reform to their wisdom.

It is to be regretted that there are counties now amply able to properly compensate their County Superintendents who, nevertheless, neglect to do so.

The County Superintendent of Schools, being the head of the system of education therein, should be ex officio President of the County Board of Education. He should preside over the meetings of the Board, and have power to appoint one of the other members as recorder of its proceedings. All the book, papers, records and other archives of the Board, should be kept in his office, in his custody, and under his control. The same should be true of the City Superintendent in his elations tor the City Board of Education. It is anomalous and unseemly that the head of the system within the jurisdiction of the Board should be the *Secretary* of the Board, or a member without a vote—as happens sometimes.

TO RETAIN TEACHERS IN THE PROFESSION.

Among many encouraging things connected with the present condition of public instruction there is one of an entirely different aspect. I refer to the fact that it is difficult to retain experienced teachers in the service of the State. Experience in all callings is of so high importance, and the recognition of that fact so time-honored and general, that to speak of it with emphasis seems to be a solecism. Could

any Government be found which could rest content under a condition of things where its soldiers and sailors were in the habit of leaving the service just as soon as they became masters of the duties of their profession? But such is the lamentable fact in the ranks of public school teachers. And it is not a new proposition to the reflecting mind that the teachers of the public schools are in no degree inferior in importance to the army and navy, or to any other branch of the public service.

Here then is a fact to give rise to grave apprehension. We spend much time and money at Normal Schools, Teachers' Institutes and at Educational Conventions to prepare young teachers for the duties of their profession, and yet, at the end of a few years, the great majority of them have abandoned it. It has been true heretofore, and doubtless always will be true, that many persons take up the work of teaching as a temporary resource. But this by no means will account for the large defection. There are very many persons who have entered the profession because they were fond of teaching, and they did so with the full intent to make it a life work, and yet, after some years of earnest endeavor, they find that they have been buffeting the waves of disappointment unsuccessfully; the better time coming has not come; they sink under discouragement and go at something else.

This is true of both sexes, but notably of the men. The average salaries of the men teachers are considerably higher than those of the females, and yet is among men that there is the greatest falling off after they have entered the profession, and it is among men that there is a proportional deficiency among the applicants before Boards of Education and at Normal Schools. The men are not attracted to nor

retained in the profession by the actual or prospective rewards.

Much chivalrous sentimentalism has been exercised in annunciating and sustaining the proposition that a woman should receive the same compensation as a man for the same work. But neither sentiment nor yet positive statutes (unless in consonance with the fundamental principles at work in society) can control the inevitable laws of trade. The salaries for the men are now, all over the Union, too low to retain the services of experienced teachers, except the few who are indispensable as principals of large schools.

The women come in and underbid the men and drive them off, and the numbers pressing into the ranks are so great, and the competition of woman against woman is growing so sharp, that soon only the inferior ones will be found in service.

This disastrous state of affairs must be provided against. It will not do to allow that profession which is of the most value to the people to be so organized and conducted that its control will inevitably fall into the hands of the least competent. We must have the inestimable advantage of experienced teachers; we must have men and women in about the proportion in which nature has introduced them into the world, i. e., in about equal numbers, and we must have them contented.

A system of instruction given entirely by one sex will be one-sided, narrow, distorted, and inefficient. The characteristics peculiar to each sex must have opportunity to be observed, and the ideas peculiar to each sex must have play in a system of education, if it is to be sound, healthy and homogeneous.

TEACHERS' INSTITUTES.

I have diligently attended upon every Teachers' Institute which has been held since I came into office whenever it has been practicable. Sometimes it has happened that they were held in different counties at the same date, or so nearly at the same date as to render it impossible to attend more than one. Seeing the teachers assembled in council, hearing their views of education as to principles as well as to details, their interchanges of experience, their descriptions of the condition of their schools, their complaints of infelicities and friction in the working of the educational machinery, their claims of success and approbation of matters as they existed, have gone far towards giving me a good idea of the condition of the public instruction in the different counties. This has been supplemented by personal visitation to schools actually at work wherever it has been practicable.

There has been some dissatisfaction expressed with Teachers' Institutes, and this even proceeded so far as the introduction of a bill at the last session of the Legislature to repeal that provision of the Political Code which establishes them. In my judgment this dissatisfaction is not well grounded. I am willing, however, to admit that all the good has not been derived from them which might reasonably have been expected. This was largely owing to defective organization. The entire time, nearly, has been generally given to essays, theoretical exposition of the theory of instruction, and listening to the didactic utterances of *conductors*. All these things are valuable in themselves, but should not be permitted to engross the whole time ; otherwise they

exclude from participation nine-tenths of the teachers. At least half the time should be given to model teaching on different subjects by the best teachers in the particular subjects present. Then the teachers will see the machinery of education in actual operation, and they will learn more thoroughly and rapidly than in any other way. Many institutes have been organized and conducted after this manner during the past year, and with signal success.

Such institutes are temporary Normal Schools, and can not fail to result in the very great professional improvement of the teachers; and whatever improves the teachers immediately inures to the benefit of the chidren and of the State.

To abandon Teachers' Institutes would be a step backward and a long step downward. It is precisely in those States which have most cherished and most profited by their public schools that Teachers' Institutes are regarded as indispensable to the system of public education.

So far from crippling this valuable feature of the common schools, I trust that the Legislature will amend the law so that no institute shall be held for a time shorter than five days, and permitting the County Superintendents of schools, in their discretion, to hold them for ten days.

This extension of time, accompanied by a good organization, wherein more shall be done and less said, more of practice and less of theory, more seen and less merely listened to, cannot fail to redound to the great advantage of the State. The Teachers' Institutes shonld not afford merely a theater for the display of the accomplishments of one or a small number of individuals; on the contrary, they should enable every teacher, and compel every teacher, to take an active part, and thus result in the mutual and *decided* improvement all the members.

The attendance of teachers is generally satisfactory; but a few are wanting in professional spirit and zeal, and do not attend. The County Superintendent should be required to withhold the pay of those teachers who absent themselves from the institutes, not less than one week's nor more than four weeks' salary.

INSUFFICIENCY OF APPROPRIATIONS.

Under this head I beg leave to call the attention of the Legislature to the fact that the appropriation for the traveling expenses of the Superintendent of Public Instruction have, for several years past, been only one thousand dollars a year. This sum is totally inadequate to the proper discharge of the duties required by the law. The consequence was that my predecessor was compelled to put in several deficiency bills to reimburse his outlays in the discharge of his duties. On taking the office, I determined not to overrun the appropriation, but to stop whenever it should be exhausted, and allow the responsibility of leaving necessary work undone fall where it should fall. In the year ending June 30, 1883, I did so; but not exactly in the ensuing year, because a loud demand was made at the close of the year for my presence and services in a distant county, and the result was that the appropriation was exceeded by a small sum. Meanwhile, in both years, I failed to make many visits and inspections which the good of the public service demanded.

Section 1532 of the Political Code fixes the limit of these traveling expenses at $1,500 per annum, although the Legislature, since 1880, as intimated before, has appropriated only $1,000 per annum. The limit of $1,500 a year was fixed in 1872, when the number of census children was

a bout one hundred thousand less than at present, and the work about one-half of that at present to be done; $1,500 was then allowed, and now, with double as much to do, $1,000 is allowed, and the same amount ($1,000) was allowed as far back as 1863, when the total number of children enrolled in the public schools was only thirty-six thousand five hundred and forty. The proper limit for the present needs of the public service would be $2,000 a year. Then the general superintendent of the instruction of the State could make occasional visits to outlying schools and districts off the seaboards and the main lines of travel, and know for himself, and be able to report to the people through the Legislature, the actual workings of the school machinery, to keep it homogeneous and progressing equally all along the line. There can be no abuse, because it is a reimbursem2nt of outlays, and the details are scrutinized by the State Board of Examiners. This matter is respectfully submitted to the wisdom of the Legislature.

The salary of the Deputy Superintendent of Public Instruction is only $1,800 a year, while that of the deputy of every other department of the State Government is $2,400 a year. No other deputy does more work for the State, and it will not be claimed that the functions of any are superior to his in importance. Why this injustice? This matter was referred to in strong language by my predecessor in his last report.

The Porter in the Department of Public Instruction receives but two hundred dollars a year, while the least paid to the Porter of any other department is three hundred dollars a year, and yet it is certain that none do more work than he. Why this unfair discrimination?

EDITORIAL DEPARTMENT.—"THE RAISED CERTIFICATES."

For some time past the San Francisco Press has been filled with a discussion of the validity of the raised certificates, and several papers conspicuous for their ignorance on all educational topics, have perverted the facts and have assailed the correctness of the State Superintendent's decision. A representative of this journal, who was present at the meeting of the State Board, on December 10th, sends us the following clear-cut account of its proceedings, giving an explanation of the whole subject which completely vindicates the course of the State Superintendent.

"At a meeting of the State Board of Education, held on the 10th of December, the question of the validity of the San Francisco raised certificates came up again. The result of that meeting was to finally prove that the Superintendent of Public Instruction has been right, from first to last, in his construction of the law with regard to those certificates.

"The law provided, at the time of the issuance of the said certificates, for an examination in certain studies for Second Grade Certificates; and in certain additional studies for First Grade Certificates. To have raised certificates in grade in 1880, under these circumstances, would have been illegal, and the certificates would have been void, as Prof. Welcker has maintained. But at the meeting of the State Board on the 10th of December, Mr. Moulder said that Mr. O'Connor had told him that for Second Grade *City* and for Second Grade *State* Certificates, the State Board

of Education required an examination in more studies than the law required at that time, to wit: an examination in the same studies and upon the same questions upon which applicants for First Grade Certificates were examined. Prof. Allen then said that he now remembered that this was so; that applicants for First and Second Grade City and State Certificates had to pass the same examinations; but that to obtain a First Grade Certificate they were required to obtain a higher percentage than those were required to reach who obtained a Second Grade Certificate. This fact being established, the Board declared the certificates in question to be valid. Thus it is seen that while the construction of the law by the State Superintendent remained the same, the facts of the matter were different from what they would have been if the old State Board of Education had obeyed the law and had done nothing more. But by going further than the law required, they made applicants for Second Grade State and City Certificates pass the same examinations that were passed by applicants for First Grade City and State Certificates, and these facts made the holders of Second Grade City and State Certificates competent to teach First Grade studies. It seems that the above rule of the State Board of Education did not apply to First and Second Grade County Certificates; for applicants for First Grade County Certificates were required to pass an examination in additional studies to those required for Second Grade County Certificates.

Substantiating the above statement of our representative, is the following editorial from the San Jose *Herald:*

"A MISREPRESENTATION.

"At a meeting of the San Francisco Board of Education

the other evening, Superintendent Moulder is reported to have said, concerning the question of raised certificates, about which so much commotion has been made, that after three hours' argument he had been able to convince the State Board of Education that his views were correct, and that on his representations the matter had been satisfactorily settled. This is a misrepresentation, as everyone who knew Superintendent Welcker believed at the time. The facts are as follows:

"Superintendent Moulder did make a long and labored argument in favor of the raised certificates, but this had no effect at all upon the members of the State Board. In the discussion that followed, however, the fact came out that the persons who held the raised certificates had answered the same set of questions as those holding first-grade certificates who were examined at the same time. This removed the only fatal objection to the recognition of the certificates, and the State Superintendent at once introduced a resolution affirming their validity, which was unanimously adopted. By this action the Board completely vindicated the position which Superintendent Welcker had taken on the subject, and the matter was settled satisfactorily to all concerned."

JOINT INSTITUTE OF YUBA AND SUTTER COUNTIES.

At the recent remarkably successful joint institute of Yuba and Sutter counties, the following resolutions were adopted.

We, the committee appointed for the purpose of drafting resolutions to voice the sentiments of the teachers of Sutter and Yuba counties, as assembled here in joint institute, do respectfully submit the following:

Resolved, That this institute has been carried on successfully, and all have been benefited and instructed thereby, and that much of the success is due to the efforts of Professor A. L. Mann, whom we cheerfully acknowledge as an efficient and conscientious worker in the cause of education and progress.

Resolved, That it is the duty of every teacher desirous of keeping pace with the progress of the times, to subscribe for some standard educational journal.

[The CALIFORNIA TEACHER commends the above resolution.]

Resolved, That a teacher who is addicted to the habit of using tobacco, by his example seriously impairs his usefulness in the schoolroom.

Resolved, That no teacher who uses intoxicating drinks, in any form, or who frequents saloons, is a fit person to be intrusted with the mental and moral training of children.

Resolved, That it is the duty of all teachers to point out to their pupils the damaging results, physically, morally and politically wrought by the "twin evils—tobacco and intemperance."

Resolved, That a vote of thanks be extended to the Committee on Music, for their indefatigable exertions on behalf of this institute.

Resolved, That we lament this misfortune that has detained Superintendent M. C. Clark from our midst, and fully appreciate the efforts put forth by Mr. Crane in his efficient management of this institute.

Resolved, That the trustees of this church be tendered a vote of thanks for their kindness to this institute.

Resolved, That we look with undisguised concern and much forboding of evil upon the possible passage of the proposed Constitutional Amendment, known as the Perry Amendment, or otherwise as No. 2, in the Governor's proclamation, and that it is the sense of this institute that said amendment be voted down as a measure hostile in its nature to the best interests of parents, children and teachers, and subversive of the true aims of education.

(Signed) W. S. CARLIN,
ROSE E. FARLEY,
G. L. DOUGLAS,
EVA BURT,
E. K. HILL,
Committee.

JOINT INSTITUTE OF MODOC AND LASSEN COUNTIES.

The annual meeting of the teachers of Modoc and Lassen counties was held conjointly at Adin, Modoc county, California, October 21, 1884, and continued in session four days. Professor E. A. Williams, Superintendent of Lassen county, called the meeting to order.

The programme was previously announced; hence each teacher was prepared to meet his part, which was done creditably and well. The members elicited great interest throughout the exercises, and the universal response, and truthfully, was that the deliberations were pleasant, entertaining and instructive. The evening exercises were devoted to the interest of the public, and showed their pith and excellence of character from the crowded hall and rounds of applause.

Professor Williams is a scholastic gentleman whose administrative attainments were favorably received, and, we might add, he has made many friends on this side of the line.

In fact, it is pleasant to meet our Lassen county sisters and brethren together once a year, to not only "exchange ideas," but to strengthen the social fabric, so that each succeeding year will find us better and more immutable friends, as "the great tidal wave of progress irresistibly bears us on the way to nobler, grander, higher achievements." By all means, we must have a joint institute next year.

W. W. Morris, Assistant Secretary.

THE WAR POLICY OF EX-SECRETARY BLAINE.

BY HENRY McCREA.

[Address Delivered in the Recent Campaign.]

The young American of to-day who is just entering upon manhood, who feels an interest in the great questions that affect the welfare of his country, sees that on every side the political atmosphere is tainted with corruption. He sees that many of the best men of the community hold themselves aloof from political discussion. He sees that the men who engage in the business of office-hunting are polluted and degraded by the influences that surround them. He sees that the men who mingle politics with their professions, as a rule, lose the confidence of those who have placed in their hands their business and their trust. He sees, too, that the political atmosphere can only be purified by a revolution in public sentiment—by an active interest in public questions on the part of men who seek no office, who hunt for no spoils, whose motives are patriotic, and who dare to express themselves in a spirit of independence in tones of fearless truth upon the burning issues of the hour. It is, I trust, in such a spirit, free from the insincerity of the partisan, espousing the cause of one party, yet with courtesy towards the other, that I approach the living issues of this campaign ; and I approach them in the conviction that that man's influence reaches the farthest and abides the longest who can treat with respect even the foe.

I propose to consider the policy outlined by Mr. Blaine when Secretary of State, and I oppose him for the high

office of President because I regard that policy as dangerous to the welfare of his country; because the man who, in the past, has brought that country to the very verge of war may repeat his action in the future, and place her in a position where she cannot retreat with honor from the arbitrament of the sword; because I believe that the welfare of the United States is safer in the hands of a President who is content with a peaceful administration, with the calm flow of peaceful prosperity, who craves to rule no broader dominion, than in the hands of one who would assert his authority to the farthest bound of South America—who would proclaim the supremacy of the American flag from the northern glaciers to the southern seas; who would speak in tones of haughty defiance to the Great Powers of Europe; who seeks to electrify, to dazzle the world with his achievements; who craves for a theatre of action where he can rivet upon himself the eye of nations, and shine as the grand central figure, be the cost what it may to his native land.

This country has seen enough of war for one generation; enough of her sons have left their bones beneath the Southern sod; enough of her fields have been fertilized by the life blood of her children; voices enough are hushed and silent beneath the rude cross of her soldier's grave.

It must be borne in mind by every intelligent citizen that Mr. Blaine, as President, would wield a power to push his aggressive policy which he never held as Secretary of State. At the head of a great people, with boundless resources and inexhaustible energy, his influence for good or evil cannot be overestimated by the great newspapers that mould public sentiment—papers that are already a unit in warning this nation against the man who would brand his own name on the annals of his country at whatever sacrifice

of her enduring prosperity. The world has seen one such spirit shaping the destinies of a great nation—over smoking ruins and pillaged cities it has seen Napoleon Bonaparte tread the path to empire. It has seen him cover the fair face of France with cemeteries of the dead; it has seen him tear the son from the home of his mother and drive the youthful conscript to the carnage of the battle field. It has seen him, drunk with power, march his conquering legions to the steppes of the Cossack, to the very towers of Moscow, where the tide of his victories was suddenly arrested and rolled backward; when the unequalled army of France found in that silent city a funeral shroud, and alone with famine and desolation, sunk down to die in the snows of Russia. It has seen the fireside of the peasant draped in mourning until the star of Napoleon shot its last gleam upon the field of Waterloo, when the allied nations chained him like a wild beast of the forest to the ocean's prison-rock. And America may learn from the career of Bonaparte that the man who seeks power for personal aggrandizement may use that power to the ruin of his country.

The aggressive tone of Mr. Blaine, when Secretary of State, towards the South American republics, hadthe old familiar ring of the voice of our Saxon mother when addressing the races that lie along the path of her conquests. It evinced the Saxon thirst for empire and dominion which has left so many a dark blood-stain on the annals of England. We look with a feeling of awe upon the Saxon's part in history, upon the march of his flag over the earth, following the sun in his track. Yet the lands which his armies have conquered are strewn with patriots' graves—in the deserts of the Afgan, by the lonely forests of the Zulu, beneath the sands of India, and under the green turf of Ireland. I

would not, for all the splendor of Britain's conquests, see the flag of my country inspire that bitter hate, that deadly fear, which greets the flag of England in every land where the sheen of her bayonet glitters, wherever the dark mouth of her cannon lowers upon the rude native of the soil.

I have endeavored to avoid the heated tone of party politics, to speak of Mr. Blaine and his policy from a higher standard of criticism, believing that the calm scrutiny of an impartial judge will penetrate their outward tinsel and lay open the emptiness, the barrenness, that lies behind.

A quarter of a century has passed away since the echoes of the cannon from Fort Sumpter reverberated over our land—since the Republican party sprung into life to meet the great questions of our civil war. Freely I acknowledge that it met them well. It won the confidence of the nation, and discharged with honor its high trust. Those questions are no longer a part of the living present. Upon the field of battle, in the halls of Congress, they have been set at rest forever. The work of the Republican party is done. Human slavery has been stamped out, and into the hand of the dark-skinned serf has been thrust the ballot of a freeman. The tramp of armies rings no more on American soil. The soldier of the Union and the soldier of the South have alike become the citizens of peace, and a single flag now proudly waves over the Capitols of New England and the battlements of Atlanta.

With a quarter of a century of patronage and power, the character of the Republican party has changed. Its patriot leaders are numbered with the dead. It has survived the causes that gave it birth, and lingers on, a spectre of the past. It is time, then, for a party to die which seeks to keep open wounds that have closed, which

devotes its energies to perpetuate issues that have long since been buried in the grave.

The advancing columns of civilization, encircling the globe in their onward tread, pause as they plant their last banner on these Pacific shores, and though we form, as yet, but a distant outpost on the confines of our country's empire, though we are far from the great centres that shape her destinies and mould her thought, in spirit we are in the midst of her counsels, and are preparing to take a part that will be felt in the great struggle that lies before us. May it be recorded of the Commonwealth of California that she has taken her stand in behalf of those principles which alone can endure, upon which rests the true greatness of our native land.

AN EMPTY NECROPOLIS.

BY GEORGE K. CAMP.

I.

Grief etches in the marble-lidded tombs,
With tears for tools, an epitaph of woe;
He works in silence where the willow-plumes
Rain sighs and shadows on the hush below,
While through the trailing serge of cypress glooms
The stars, like great death-diamonds, sadly glow,
And hope and patient love, poor human things,
Above the icy ashes fold their wings.

II.

Like muffled chords from some grand organ flying,
A fugue of souls through Time's cathedral sweeps,
Among the arches of the dim years dying,
The arches where immortal Echo weeps;
And constantly the Mute are multiplying
Where Sorrow o'er her treasure vigil keeps:
And, day by day, the trailing mourners tread
The grassless path down trodden for the dead.

III.

But in the heart there is a vacant acre
Which gentle Charity hath set aside,
Wherein she broods, an idle undertaker,
And prays the death of Doubt, and Hate, and Pride,
Still on the beach the blue rush of the breaker
Strews only lovely ruin, wild and wide,
While Malice, Envy, Error, Cunning, Crime,
Sport with the winds and scoff the toils of Time.

IV.

Within her park the gentle sexton pineth
Beneath the scowl of eidolon Despair!
For o'er her paths the rank weed proudly twineth,
And strews its blossoms on her whitened hair:
She looks above, but scarce a wan star shineth
Between the sullen cloud-rocks gathered there,—
And by her gates the the sable death-carts wind,
With fair, dead children of the human mind.

V.

What speeds Detraction on its fierce excursion?
What weights the wing of commendation down?
Why falls like lead the feather of aspersion?
Why floats like foam approval's golden crown?
What beam so fleet as whispers of aversion?
What snail so dilatory as renown?
The living heart must bear the steel's mad thrust,
But garlands deck the dumb, unconscious dust.

VI.

What boots life's homilies, and pure epistles?
That plead unto the clod-encrusted soul?
The henbane of the heart, its thorns and thistles,
Still gather dew from passion's brimming bowl,
And hold high carnival when Winter whistles
From out Adversity's inclement Pole:—
But Charity sobs through the ingleside
Above her graves, o'ergrown, unoccupied.

EXAMINATION QUESTIONS FROM INYO COUNTY.

HISTORY OF THE UNITED STATES.

I.

(a) What national events took place in the second term of Grant's administration?

(b) Give an account of the event upon which the poem Evangeline was founded.

II.

(a) With what is the name of Penn associated? Oglethorpe? Roger Williams? Stuyvesant? and Captain John Smith?

(b) Mention some Colonial wars prior to the Revolutionary War.

III.

(a) Give some incidents connected with the discovery of the Mississippi river; with the settlement of Jamestown.

(b) Describe briefly the voyages of the Cabots; of Ponce de Leon, and of Balboa.

IV.

(a) What political difficulties arose in consequence of the admission of Missouri into the Union? How were they settled?

(b) Write a brief account of the battle of Bunker Hill, and state what noted patriot was killed.

V.

(a) How and by whom was Alaska acquired by the United States?

How much was paid and during whose administration?

(b) Ditto the Louisiana Purchase.

VI.

(a) What were the Alabama claims, and how were they settled? What is the Monroe Doctrine?

(b) What was the Gadsden Purchase? and of what Territory does it form a part?

VII.

(a) Why did Columbus seek a western passage to Asia?

(b) Give facts concerning the introduction of slavery.

VIII.

(a) Give a short description of the American Indian, mentioning race characteristics, customs and manners, religion, etc.

(b) What was the Amnesty Proclamation, and by whom issued?

IX.

(a) Very briefly speak of the great railroad strike of 1877, and state how the dispute respecting Electoral votes of 1876 was settled.

(b) Name five American orators, and tell for what the following men were noted: Eli Whitney, Robert Fulton, S. F. B. Morse, Peter Cooper, Cyrus W. Field and Blanner-hassett.

DEFINING AND WORD ANALYSIS.

I.

(a) Analyze and define "expedite," "insubordination," "illiterate," "sedition," "dignify."

(b) Write synonyms for the following words: "Polite," "education," "ignorant," "docile," "pedagogue."

(a) Write prefixes to the following words, and define

(f) Translate the following familiar phrases: "Ecce homo," "bona fide," "ne plus ultra," "non compos mentis," and "finis."

COMPOSITION AND RHETORIC.

I.

(a) Write any two of the following, viz: Receipt, Order, Due Bill, Note, Check, Draft, Bill of Acct., Bill of Mdse.

(b) Define Pleonasm, Redundancy, Tautology and Circumlocution.

II.

(a) Correct the errors in the following sentences, and state what rule of rhetoric is violated in each:

(1) It is our duty to ease the distress of others, by appeasing their sorrows, alleviating their fears and allaying their resentments.

(2) A couple of young ladies demeaned themselves by entering a saloon.

(3) Your uncle was evidently laboring under some hallucination.

(4) When I call he always inquires for you.

(5) They seemed to nearly dressed alike.

(6) Give five rules for the use of the capital letter.

III.

(a) Name and define three requisites to good composition.

(b) Define "Personification," "Allegory," "Unity," and "Phraseology."

IV.

(a) Define "composition," "precision," "synecdoche," and "alliteration."

(b) Give two examples each of "metaphor," "simile," "metonomy," and distinguish between an allegory, parable and fable.

V.

Write a composition of twenty lines upon any of the following named subjects, viz : (N. B. One credit off for each error in Capitalization, Punctuation, Orthography and wrong Grammatical construction.)

(1) "Our First Woman President."

(2) "An Involuntary Descent into a Volcano."

(3) "A tour on the Flying Dutchman."

(4) "A Day with a Mermaid under the sea."

(5) "The Chinaman's First Impression of an Italian Opera."

(5) "A Day with Adam and Eve in Eden."

(7) "The Schoolmaster in 'The Deserted Village.'"

(8) "The Watched Pot never Boils."

(9) Would it be an Advantage or a Disadvantage if the Philosopher's Stone should be Discovered?"

(10) "Do circumstances make Great Men, or Do Great Men make Circumstances?"

(11) "The World owes Me a Living."

(12) "Your Favorite Candidate for the Presidency."

REFLECTIONS ON TEACHING HISTORY.

BY PROF. GRANVILLE F. FOSTER.

History is by no means a mere statement of past events, an array of dry facts and dates, an account of the pomp and tyranny of kings, a record of battles and sieges, court intrigues and the like. It is far more than this. To comprehend with any degree of entirety and fullness the events of any particular epoch, it is necessary to arise above the act to the motive that prompted it; to go behind the scenes, so to speak, and gain there some knowledge of those subtle social forces which, upon the actual stage of life, have been so potent in molding tribes, nationalities, communities, and have paved the way for, and made possible, the advent of great men. To set forth intelligently and interestingly, with care and correctness, the history of any nation or epoch is by no means any slight task; and he who would aspire to do this has before him much painstaking study and research, even if he be an adept in the use of language and a master of what is elegant in style. Ere he applies his pen to the task of writing, he must enquire assiduously into the origin of the people whose history he purposes to present; must study their mental and physical characteristics, and all the modifications which these have from time to time undergone from forces acting from within and from those acting from without. He must examine carefully the development and growth of their language and literature, and trace these from their crude beginnings on upwards to their highest

pitch of excellence and thence downwards to their decline. He must make researches into their customs and manners, and must even study the physical features—the face of the country, the soil, the climate of the region which they occupied or occupy—since it is undoubted that these do have by no means a small and insignificant effect in shaping and molding the physical, mental and social qualities of a people. Then, too, the historian who endeavors to set forth the whole truth, and nothing but the truth, cannot for one moment ignore the great and important fact that, lying back of all the forces of the social world, as well as back of those of the physical world, there is a living, intelligent, acting *First Great Cause*—a God from whose divine and infinite energy all force emanates and with whose energy all force is correlated. To ignore a God in history, and to relegate all historical events to the blind, meaningless, uncaused laws of sociology, seems to the writer to require more credulity than to believe with the ancient astrologers that in some mysterious way the destinies of every man are in the keeping of the heavenly bodies, and that these latter do sometimes reveal the former by the relative positions which they may assume on some critical night in the man's life. In short, the true historian is solicitous to breathe into his works the very breath of life—to make his pictures so vivid, his delineations of character so true to nature, that his readers cannot help, for the time being, living amid the scenes he describes; and in just so far as he succeeds in doing this will his readers be benefited and instructed, as well as interested, in what he has to say to them.

Now there is nothing that the historian must do in order to interest and instruct his readers but the teacher

of history must do in order to interest and instruct his classes. Indeed, the task of the latter is often complicated by the fact that he must sometimes endeavor to instruct unwilling, and therefore uninterested, students, while the historian, communicating knowledge through the medium of the written page, speaks to willing listeners only.

It cannot be expected that the average schoolboy will ever become interested in the dry details of events and dates, in long tables of kings, emperors, presidents and the like; in prolix lists of battles, with the enumeration of the exact number killed, wounded and missing—all of which occupy so many pages of a large number of the text-books on history in use in our public schools, while there is often an entire exclusion from their pages of all those spicy anecdotes, those lively, vivid descriptions of persons, places, conventions, conflicts, which make such works as the larger histories by Bancroft, Lossing, Macaulay, Froude, etc., so very entertaining and at the same time so very instructive. Not only is the average school text-book of history faulty, because of the absence of story and anecdote, but it is often defective in not giving the history of *the people*. Scrupulously exact and minute in describing every battle, however insignificant—faithful in tracing the ancestry of kings—one fails to find in them any picture of social life and customs, any account of the peculiarities of language and literature; in short, any attempt to show how man appeared, or does appear, in the middle and lower walks of life. Is it not true that many of the treatises of history for school purposes proceed on the principle "that the world was made for Cæsar," and are thus often fitted to give, with, however, not a tithe of the pleasure afforded, as false a view of life as may be gained from the perusal of the average work of fiction?

The history of the people, the true and faithful delineations of the familiar every-day life of a people—their virtues, aye, indeed, their very vices—will ever be highly entertaining and instructive, because of that wonderful interest which man has in his fellow man, because of that very sympathy which we all, more or less, feel with those and for those of like feelings, emotions and passions with ourselves. Is it not true that pupils are far more influenced by the presentation of virtue in a concrete than in an abstract form? Is not the study of the character, the customs and manners of the Puritans, the Quakers, the Huguenots—the study of the life of an Oglethorpe, a Franklin, a Wesley—not only of greater interest—more entertaining and instructive—but also of far greater worth, especially when the character-forming of pupils is kept in view, than the bloody stories of battles and sieges, or the evil-suggesting accounts of court intrigues and court scandals? It is portraying with the strictest truth and fidelity the lives of individuals—men and women just like ourselves—that the secret of the wonderful power of the Bible in transforming and ennobling character lay; and many a writer of a text-book of history might have improved to a wonderful degree the excellence of his work had he but followed the models presented in this most ancient of historical works.

Since, then, the text-book on history is so often defective in itself in interesting the pupils, the teacher must make up for the defect by a supply of what will entertain and at the same time instruct from his own storehouse of knowledge gathered here and there by his own extensive reading and diligent study.

While it ought to be the aim of the teacher to keep his pupils to the strict work of the recitation, and never to

cripple his own success by inculcating by word or deed the false notion that what is not entertaining must of necessity be without instruction, he certainly does well, who, choosing a brief period, better perhaps just prior to the closing of the class-hour, spends a few minutes in relating such anecdotes or presenting such historical incidents as will serve to add interest to the lesson, or to make it better understood, and hence more enduringly impressed on the mind. Just here the teacher may often be afforded an admirable opportunity to present and enforce a *moral* truth—one which is the very outcome of the lesson, and thus without in the least doing violence to the continuity of the subject, without in the least seeming to thrust the moral truth unduly or violently before the minds of the pupils, he may be enabled to make a lasting impression for good. Thus the very faults of the good and the vices of the bad may be made to inculcate the grandest and noblest lessons of life. What "live" teacher cannot make use of the ambition and drunkenness of Alexander the Great, the mistakes of George III, or even for that matter the vices of George IV, in all their hideous consequences to the individual and the nation, as bases for a few words—fit words upon morals. But a word of caution is necessary here. The teacher must not adopt the role of preacher before his classes. It is the word fitly spoken, with a pure, honest, earnest, sturdy character in him who speaks, that will tell for good. As a writer in the *Sunday School Times* lately said: "If you would do good to others, you must be good before others. No one can be a safe guide in a path he has not traveled. It is sheer mockery to attempt to teach a living truth which is not part of the teacher's life."

The teacher of history ought to bear constantly in mind that no one can be considered as understanding, in any

proper sense, a lesson in history who is unable to locate on the proper map the towns, rivers, bays, etc., named therein; or who ignores the study of the physical features of the region in which the scenes of the lesson occurred. There is nothing truer than that History and Geography have been married together, and therefore what nature has joined together let no teacher put asunder. And here I am constrained again to say, that most of our text-books on history are defective in this matter. Many of them have maps, but few of them have these maps so made that *all* the towns, rivers, etc., mentioned in the text can be found engraved thereon. There is before the writer a most excellent series of text-books in history—ancient, medieval and modern—books well bound and finely illustrated; books not wanting in beautifully engraved maps, upon which maps, however, cannot be found more than two-thirds of the places named in the text, while they are encumbered with hundreds of geographical names not found in the text. In all such cases the earnest student will seek extensively in atlases, encyclopedias and the like, for what he wants, and thus will reap perhaps a greater benefit from his study than if he had a more nearly perfect text-book; but it is far from profiting the average pupil who, failing to find the place on his text-book map, seeks no further for it.

The practice so common of requiring pupils to memorize all the dates mentioned in average text-books is useless —more than useless—since time, which might have been utilized in other directions, is often wasted here. It is true that some pupils, by making extra efforts, may be able to commit to memory all the dates of a lesson for recitation purposes alone, only to forget them and the associated events soon after. There are a few pupils who can learn

them all and remember them all with the associated events. Prodigies in power of memory do now and then appear, but then in such judgment and reason are often defective. But chronology is too important to be ignored It is as important to history as longitude and latitude to geography; for it serves to locate in time any particular event, as longitude and latitude do a place upon the surface of the earth. There is a practice, it seems to the writer, which may be adopted with excellent results, which may avoid on the one hand the useless memorizing of unimportant dates, while on the other sufficient attention is given to chronology, so that any event may be located in time with at least a tolerable degree of accuracy. Let some sixty of the most important dates, for instance, in the History of the United States, be chosen, and let these be thoroughly studied in connection with the associated events, so that instantly the occurrence of the date will call to mind the event and the event the date. Let these chosen dates be set up as mile-posts on the road of history to which all events may be referred. An event being named, its position in time may be ascertained to a tolerable degree of accuracy, sufficient for all practical uses, by remembering that the event occurred after a certain date positively known and before another date also positively known. In the same way the positive knowledge of the latitude and longitude respectively of some twenty cities, judiciously chosen from the several quarters of the world, will suffice to locate tolerably well any other.

As to the matter of how a class-recitation should be conducted, there is only space enough here to say that a judicious combination of the topical and question methods, with zeal, seasoned with the salt of knowledge and common-sense

in him who instructs, will accomplish all that can be reasonably looked for in the teaching of this branch; but let the teacher ever bear in mind here the oft-quoted aphorism: "Repeat and reiterate, repeat and reiterate; no new truth can ever be learned by saying it but once." Hence the need of frequent reviews—more or less review every day. Let not a single class-exercise pass without at least some review. This is truer of history than of some other branches of learning which appeal more directly to judgment and reason.

There is another subject just here of the greatest importance, which must be dismissed in order to bring this article within due limits, namely, the sublime art of so asking questions as to elicit from the class all that its members may know of the lesson. This art of asking questions is not so much a gift as an acquired faculty. It requires on the part of him who aspires to be skilled in it *much earnest study* of human nature in general and boy nature in particular, besides a full and accurate knowledge of the lesson to be taught. The man who buries his face in his text-book while conducting class recitations cannot achieve any triumphs here. Hard work and an earnest, persevering will have always accomplished more, and will always accomplish more, than mere genius alone.

VACAVILLE (CALIFORNIA) COLLEGE, November 29, 1884.

OUR PUBLIC SCHOOLS.

BY H. C. BROOKE, SUPERINTENDENT SAN BERNARDINO COUNTY.

There is no department of the government so well deserving the attention, the thought and careful consideration of the people, as the educational department. It requires very little thought or reflection to bring the plain truth vividly before the mind — that the whole system of our government, our laws, the peace and order of the communities of which it is composed, rest with the will and intelligence of its people. We have, in every year of the history of our country, practical illustrations of the truth of my proposition. Scarce a year ago, in the city of Cincinnati, which was gaining the unenviable reputation of being the worst governed city on the continent—even worse than Philadelphia when terrorized by the "Killers" and "Schuylkill Rangers," or New York during the rule of the "Plug Uglies," or Baltimore under the regime of the "Dead Rabbits." Mob law, even with the excuse of acting in the interest of good government, arose in its might to rectify the wrongs perpetrated by faithless public servants; and within a week mob law was compelled to yield before the better judgment of the intelligence of the people. This "episode" at Cincinnati called forth from the great money center of the world — London — the following dispatch: "The American people deal with more vigor and effect with rioters than any other people in the world."

This great nation of fifty-five million of souls has just passed through a most remarkable and hotly contested political campaign, which results in a total change of parties, and apparently a radical change of policies; and so close was the result of that remarkable canvass that it turned upon a majority of a little over a thousand votes out of nearly two million in the Empire State; and yet American securities in the great money center of the world, throughout the terrible ordeal stood as firm as a rock. This called forth from London the remark, that a report that King Alfonso was taken down with a sick headache would cause a greater "fluctuation" upon the Spanish Bourse than did the remarkable contest involving a change of administration have upon the faith in the stability of the American Government!

These facts suggest a world of thought to every intelligent American. And while he contemplates the result of our system of government with glowing pride, he ought to take some time and devote some study to the contemplation of the primary cause which produces the result. It lies in our system of general intelligence; our system of common schools. Under this system, as fast as one generation passes away, it gives place to another, only better qualified and equipped in knowledge and intelligence to continue the good work, to sweep away the errors and eradicate the abuses which have grown up with its predecessors. The educational department, then, of all others, should be absolutely pure; should be placed in the hands of those who, not only in respect to sound business qualifications, but in respect to scholastic ability, are in every respect worthy and capable of fulfilling the high trusts placed in their keeping.

It appears that those who are more directly interested in the school department, and are more directly acquainted with its working, its system, and its results, that on the part of the people generally there is a great deal of ignorance, or rather a great deal of misunderstanding, or misconception, of its purposes, designs and practical workings. A careful investigation may develop the reason for this. True, we have newspapers published in nearly every town and village throughout the country; we have educational journals, widely circulated, and the American people are, as a rule, newspaper readers. We find, though the articles on education are mainly directed to a discussion of methods and theories rather than to the giving of a plain and direct history of the progress and advancement of the various schools, and a clear understanding of the public school system, how organized, the duties and powers of the various officers of the department, and their acts. Now mere theories and methods of teaching are interesting only to professionals, and the main body of the people lay such articles aside, either do not read them at all, or if read they make but a slight impression on the mind. If my position be a true one, let us find where the fault lies. I do not think it can be altogether chargeable to the conduct of newspapers and journals, for I have found editors generally willing to publish any item of news of general interest pertaining to schools. I rather think that superintendents and teachers have been somewhat remiss in this respect in not furnishing the papers with a record of the work done in the schools. In San Bernardino for several years some of the teachers have published a "roll of honor," giving the names of the most worthy of the pupils in the several classes in their schools. This is a commendable practice, and if the

teacher make a proper use of this "roll of honor," it may be conducive of much good in a school. I would like to see, say once a month, a bulletin published giving a report of every school in the county. I would here suggest, that in most cases teachers do not go quite far enough with their monthly reports. Why not give the number enrolled for the year, and the percentage of average daily attendance on number belonging for the month? These facts, if complied with, the number of census children, *i. e.*, between five and seventeen years in the district, would present to the people a very good idea of the work which is being accomplished with their money, and of quite as much importance as information, as the fact that Nancy Jane and William Augustus have been good children during the month.

In this connection I have another suggestion to make. The county superintendent is required, under Sec. 1521, subdivision 12, to draw on the library funds of his county to pay for a monthly journal of education, designated by the State Board of Education as its official organ. This journal is sent to clerks of trustees. The most important part of that journal is the "official department," edited by the State Superintendent. It is a record of decisions rendered by the State department upon questions and issues arising upon various subjects during the month. This is most certainly a valuable journal, where the proper use is made of it, but under the present practical operation of the law its benefit is conferred to a very limited extent, for the reason that two-thirds of the clerks of trustees take this journal from the postoffice to lay it aside in some corner, and this is the last of it. I would suggest that the superintendent be required to draw for at least one copy for every ten pupils enrolled

the previous year in the district; and that these copies be sent to teacher or principal (if more than one teacher), and that the teacher distribute the journal throughout the district by sending it to the parents. I can think of no better way to keep the people posted and to keep alive the interest in public education, which ought to exist in a county like ours.

To be continued.

We would call the attention of our readers to the advertisement of Mr. Geo. H. Fuller. His specialties are well known on this coast. The Ladd Reclining Chair is the most comfortable and at the same time the easiest adjusted chair that we have ever seen, and is well adapted for a handsome Christmas present.

SAN JOAQUIN COUNTY INSTITUTE.

BY MISS F. R. WICKERSHAM.

The annual Institute of San Joaquin County convened in Stockton, November 24, 1884, and continued in session three days. With the exception of Prof. A. L. Mann, ex-Superintendent of San Francisco, and State Superintendent W. T. Welcker, the county mainly depended upon its own talent and resources.

After the business of organization and the appointment of the several committees, came the address of the Superintendent, J. A. Sollinger. Mr. Sollinger stated that there were 123 schools in the county, 75 of which were for primary classes. Of the 123 teachers, 80 were of the gentler sex. Nine districts only had failed to maintain school eight months during the past year.

The Superintendent had visited all the schools, save one, in the county, and he complimented the assembled teachers upon the generally satisfactory manner in which the schools are conducted. He gave his idea upon government, and stated that those teachers who were ever busy in their attempts to maintain discipline were often those who failed most signally. In his experience, he had found that those teachers that could the best control themselves had generally the most orderly classes. In reference to corporal punishment, Mr. Sollinger said that in his opinion many things were worse than the rod; that scolding, threatening, suspending, rewarding, were more pernicious in their effects than whipping.

Upon assembling in the afternoon, the Institute was divided into four sections, for the purpose of illustrating and discussing the different methods of teaching arithmetic, geography, grammar and history. Messrs. O. E. Swain, E. F. Burrill, W. B. Piper and Thomas Dinning, acted as the able directors in the several sections.

In the evening, the address by Superintendent Welcker was postponed, in order that those who desired might listen to Rev. Dr. J. P. Newman, who was to lecture in Stockton on "One thousand miles on horseback through the valley of the Euphrates."

The programme Tnesday morning consisted of class work. Mr. D. K. Trask of Collegeville, brought a portion of his school before the Institute and fully illustrated his method of teaching history. Mr. Trask deservedly ranks as one of our very best teachers, and the work done by his pupils was simply wonderful. He is an advocate of the Brace System of teaching history, as originated by John Trainer of Illinois. He confines his scholars to no one text-book, but encourages in them a diligent, enthusiastic search and research of cyclopedias, biographies and histories of all description.

At the beginning of the recitation, Mr. Trask assigned to each pupil some epoch or administration, a synopsis of which was by them written on the board. For instance, to one was given the different periods of United States history; to another the important discoveries; to another the American inventions; to another Washington's administration; to another Adams'; to another Jefferson's, etc. Thus, in a few minutes, the whole history is daily reviewed. Then came the advance lesson for the day—Jefferson's administration. This was taken up in topics,

and recited from the synopsis which one of the pupils had written. The remainder of the time is daily devoted to "Queer Queries." Mr. Trask cordially invited the members of the Institute to compete with his class in answering these, but few of the teachers felt able or willing to accept the challenge. At the close of this exercise, a unanimous vote of thanks was tendered to the boys and girls that had afforded us so profitable an entertainment.

Miss Alice Parsons, of the Linden Primary School, then conducted, in a pleasing manner, a class in primary reading and arithmetic. After which, Miss Agnes Parsons, principal of the Houston School and formerly of San Jose, gave her views upon the best methods of developing a conception of number in the minds of beginners.

In the afternoon, State Superintendent Welcker read a paper before the Institute upon "The development of character in the public schools." The Superintendent deeply deplored the fact that few if any of the teachers heed that portion of the law which requires that instruction be given in morals and manners. Prof. Welcker argued that since happiness is acknowledged to be man's chief object in life, and as happiness can be acquired only by a cultivation of the moral nature, it follows that instruction in morals is the most important part of the teacher's work, and should receive the lion-share of his time and attention.

The State is not anxious that its pupils should turn out poets, artists, orators, or philosophers; but it is solicitous that they should be turned out intelligent men and good citizens. In practical life, character stands higher than intellect. Text-books should be used, and lessons in morals and manners should form as regular a part of the school's

curriculum as do geography, history, grammar and arithmetic.

The Superintendent then briefly explained the nature of a bill that he intends to introduce into the next Legislature, providing for the pensioning of faithful, earnest teachers that have remained in the profession thirty years.

Mr. S. D. Waterman, principal of the Stockton High School, performed some interesting experiments in elementary chemistry, and urged that more attention be paid to this delightful study.

Miss Emily Curtis read an excellent paper upon the study of elocution in the schools. She counseled the primary teachers in particular to correct errors in pitch and tone, and thus render it possible for pupils in after life to use a clear, agreeable voice in reading and talking.

In the evening, the Institute gave a literary and elocutionary entertainment. Miss Curtis recited "My Romance" and "Only a Brakeman," in a manner replete with evidence of the heights which may be attained by systematic voice culture. The Stockton Cecelia Choral, under the able leadership of Mrs. E. Oullahan, favored the audience with two selections. There were solos by Miss Josie Baxter, Miss J. Winter and Miss Clara Stier; a duet by Miss L. Hilke and Miss Winter; a quartette by Miss Baxter, Miss Ada Boschen, and Messrs. Walker and Waterman, and an opening and closing chorus by the Institute. Mr. C. B. Newton, of the Woodbridge College, deserves especial notice. His inimitable comic recitations added much to the evening's enjoyment, and every selection of his was enthusiastically encored.

The class work for Wednesday was exemplified by Miss Miss M. McPhee's third grade, Miss M. G. Meehan's fourth

grade, Mrs. Mae Simms' fifth grade, and Miss Anne Russell's sixth grade pupils. The children worked well and quickly, thereby reflecting credit upon their teachers. Miss Anne Russell's class in counting, in language and in Appleton's First Reader, was particularly interesting and profitable.

Miss Abbie L. Cadle and Miss Esther Marks gave select readings in the afternoon, thus lending a spice of variety to the programme for the day.

Prof. A. L. Mann was then introduced and began his address upon the question whether Latin and Greek should be taught in the public schools. He gave the argnments pro and con, yet, since he believes that a classical education aids in a better understanding of English, he contends that these languages should receive a place in the curriculum of our schools, for, as he states, the schools are the stepping-stones to the universities and colleges.

A most interesting exemplification of kindergarten work by Mrs. Charles W. Dohrmann, was next in order. Mrs. Dohrmann read an earnest, exhaustive paper upon the Froebel System, and completely won the sympathy and attention of the many teachers present. She illustrated the methods employed, beginning at the first, when the baby six months old is given a brightly colored ball, and tracing the lessons in objects and morals successively impressed upon the pupil's mind, by means of the cylinder, the cube composed of smaller cubes, and the oblong. Mrs. Dohrmann stated that she had been six years in this work, and yet she felt as though she was just beginning to understand its many beautiful points. "It is a mistaken idea," said she, "to suppose that kindergartens are to take the place of primary schools. They are intended to be stepping-stones

between the cradle and the school, to assist the mother and provide the child with means of instruction and amusement, gathered from toys and treasures. In short, we make play instructive and instruction play." The requisites for a true kindergarten are: "Love of children, knowledge of their physical wants, an unlimited amount of patience, physical strength and freedom from nervous affection, as thorough an education as is demanded of their teachers, a generous supply of information on the natural sciences, etc., good manners and morals, a knowledge of music, the ability to understand children's natures and for the time to forget one's self and become one of the children. Added to these one must have a perfect understanding of the system and the ability to apply it."

At the close of Mrs. Dohrmann's address the thanks of the Institute were tendered to her, to Prof. Mann, to State Superintendent Welcker, to Superintendent Sollinger, and to the others who had so ably assisted in making the Institute a success. As the experiment of appointing a committee of ten teachers (six ladies and four gentlemen) to aid the Superintendent in deciding upon the time, place and manner of holding the Institute of 1884, had worked satisfactorily, it was resolved to retain the committee, making it twelve instead of ten for the coming year. By this method of preparing for Institutes much of the labor and responsibility is shifted from the shoulders of the County Superintendent and placed where it rightfully belongs, upon the teachers themselves.

In the evening, Prof. A. L. Mann delivered a highly interesting lecture upon "Arnold at Rugby," after which the Institute adjourned sine die.

Miss F. R. Wickersham, Secretary.

SHOULD PRINCIPALS APPOINT THEIR SUBORDINATES?

BY H. C. KINNE.

[Our old friend, Mr. Kinne (who perished, politically, in the recent campaign), whose writings in the TEACHER were suspended during the hot canvass, turned up at our office the other day full of renewed literary vigor. We give below the first of a series of articles which he has promised us—an example of the best vein of his well-known caustic style.]

This can hardly be said to be a mooted question at the present time. It is an idea, however, that has flashed across the minds of thousands of people who are familiar with the workings of the educational machinery in our towns and cities. Time and again the opinion has been expressed that a substantial advancement in the efficiency of our school system would be attained if school principals were clothed with the power of selecting, employing and discharging their assistants.

There would certainly seem to be a show of reason in this idea. From the very nature of the case the principal is more deeply interested in the success of his work than is any other person. The parents' intense desire for the *general* welfare of his family may properly be supposed to eclipse that of the teacher; but we fear this hypothesis does not hold good as regards the child's intellectual development. The parent rises with the lark, dispatches a hasty meal, and hurries to the plow or the anvil, that he may earn the wherewithal to feed and clothe and house his family

flock. His whole heart and mind and soul are absorbed in his business—in the pursuit of the material things so essential to the maintenance and enjoyment of life on this mundane sphere. The education of his children he practically, if not theoretically, regards as a matter of secondary importance, and he accordingly devolves it entirely upon the teacher, reserving, of course, his constitutional American right—his natural, inalienable, indisputable, indefeasible and inestimable right—to express his disapproval of the teacher's work in that peculiar low and significant utterance with which the canine guardian of his own threshold salutes the approach of the intruding tramp.

But the principal of a school stands in an entirely different position. He may be said to be actuated by a dual motive. He is possessed of a deep love for his pupils, and he is also possessed of a deep desire for success in his vocation. He is filled with a mother's spirit of unwearied self-sacrifice and energized by a father's business zeal. His profession is to him a means of obtaining a livelihood, and he accordingly addresses himself to the task of accomplishing good work and of building up a good reputation with as much vigor as does the physician or the attorney. His personal interest and his personal responsibility for the management of his school would seem to afford an ample guaranty that he would exercise the greatest possible care in selecting his assistant teachers.

The principal also, beyond all other persons, has the best means of forming a correct judgment as to the efficiency of his subordinates. The master of a vessel can testify as to the seamanship of his second and third mates; the farmer can bear witness to the capacity of his "hired man" to cut a clean swath or turn a smooth furrow; the

druggist can give assurance as to the trustworthiness of his clerk in the matter of compounding medicines. For similar reasons the position which the school principal occupies would naturally enable him to place a correct estimate upon the value of his assistants' services. The average school trustee or school director was usually nothing but second-hand information as to what is transpiring in the school-rooms that are nominally under his control. Like other men, the trustee is obliged to devote his time and attention to his own business, and as a consequence his visits to the school resemble those of angels, in the fact that they are few and far between. Nor does a cursory glance at a school always reveal the true inwardness of the institution, especially to an unpracticed eye. A teacher's performances are often characterized by a degree of showiness which serves to conceal the lack of substance. An exhibition, with its wreaths, its flowers, its little speeches and its little songs, may possibly close a school term whose intrinsic value has been a ghastly nonentity. But the principal is not deceived by such tinsel and glitter. The principal, closely scrutinizing the course of his assistants, day by day and hour by hour, can separate the chaff from the wheat, can measure the amount of the latter article, and can tell at what figures it will tip the beam when placed on the scales.

A February number of *Kellogg's School Journal*, of New York, contains an allusion to this subject. The city of New York had been plundered by her officials for many years, and no adequate remedy had ever been devised. As a final resort, it was proposed, during the last winter, to confer upon the Mayor the power of appointing nearly all the subordinate officers, and this plan was adopted. While the proposition

was pending, the *Journal* referred to it in the following language:

"During the past week there was a rousing meeting held at Cooper Institute to discuss the effect of distribution of patronage. In plain English, it was said the Mayor ought to appoint those who have charge of the public business, so that he would be held responsible for failures to perform duty. The best people in this city believe this doctrine. Is it sound? If it is, why not apply it to our public schools? A principal is appointed to a school; now who appoints his subordinates? Does he have a voice in their appointment? No; the ward trustee has some one whom he wishes to oblige; in other places the Board of Education have persons whom they deem created for the purpose of drawing the salary annexed to the vacant office. The principal finds himself surrounded with assistants who cause his hair to grow gray and his reason to totter on its throne. He succumbs; he becomes a salary-drawer and loses his self-respect.

"Michael Angelo could not have painted a single wonderful picture if the Pope had insisted on naming his assistants, nor can any principal of a school carry forward education when he is not free to select his co-workers. The public does not believe this to-day, but the time is coming when it will."

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: In your letter of the 24th instant you say: "A man who has filed a homestead claim promised to give a lot for a school-house. The same man contracted with the Trustees to build a school-house on this lot. The school-house was built and a tax was levied for building it. Is it possible for the District to acquire a title to the lot before title has been perfected to the homestead in which it is situated? If not, would it be justifiable for the Trustees to receive and pay for the school-house?"

I answer, first: that title to the lot for the school-house cannot be had until the title shall be in the grantor. The answer to the second question is not so simple. A good title to the lot should have been obtained before any arrangement for building was made. It may be that a contract, with sufficient bonds for a title to the District, for the school lot when the title to the homestead shall have been perfected, would serve the purpose.

DEAR SIR: I am sorry to say that first grade County Certificates cannot be issued without examination on second grade State Certificates. The following is the law: "The Board may also, without examination, grant County Certificates and fix the grade thereof, to the holders of life diplomas, California Normal School diplomas, California State

University diplomas when recommended by the Faculty of the University, and State Normal School diplomas of other States, and to holders of *unexpired State Certificates of California*," etc. Now, although this section (sec. 1775) says nothing about the grade of the State Certificates upon which County Certificates may be granted, yet it is evident, from the fact that they must "fix the grade" of the certificates which they are to grant, that first grade County Certificates can be granted on first grade State certificates, and not on second grade State certificates. If this were not so, it was useless for the Legislature to require the Board to fix the grades of the certificates granted. Besides, no County Certificates can be granted on a State Certificate which has expired.

DEAR SIR: In reply to yours of the 1st, I have to say, that a verbal contract is as binding as one in writing. Second, that you are entitled to pay for the weeks during which the school was closed by the Trustees, because of scarlet fever in the district, unless you agreed at the time of making the contract or afterwards, to forego your pay in case of such an emergency.

DEAR SIR: Your letter of the 4th is at hand. "All schools, unless otherwise provided by law, must be divided into primary and grammar grades. The County Board of Education must, on or before the first day of July, 1883, prescribe the course of study in each grade." This being done, the County Superintendent shall, "in the month of July in each year, grade each school, and a record thereof shall be made in a book, to be kept by the County Superintendent in his office for said purpose. And no teacher

holding a certificate below the grade of said school shall be employed to teach the same." (Sec. 1543, Pol. Code.)

From this section it appears that there must be a record in the County Superintendent's office which will show the grade of the school to which you refer in your letter. As the present teacher holds a second grade certificate, the school must be a second grade school if the last part of Section 1543 has been complied with. If this is so, she will have till July to teach, and longer if the grade is not changed. In order to determine definitely the grade of the school, you had better see the records of the County Superintendent's office.

DEAR SIR: Your Board of Education asks, under date of December 6th, "What, in your opinion, may or should "be the penalty imposed upon a teacher for non-attendance "at the annual County Institute?" and you inquire for yourself: "Should two teachers be absent from said In- "stitute, one of whom did not teach, while the other taught "during the five days, should either receive salary?"

I answer that in my opinion no teacher who absents himself from the Institute is entitled to pay during such absence, whether occupied in teaching or otherwise. The law says plainly that "every teacher employed in a public "school in the county must attend such Institute and "participate in the proceedings."

As to any other and further penalty for such contempt of, and disobedience to, the law, it is for the County Board of Education to consider the matter. They have the power to revoke the teacher's certificate for "unprofessional conduct," among other things. *Prima facie*, such disobedience to the law, and contempt of the summons of the County

Superintendent, would be *unprofessional conduct*, and it would be incumbent upon the accused party to show, in any particular case, that the offense did not amount to that.

DEAR SIR: There is no law which would permit the Trustees of a district in which the grammar school course is taught to charge the pupils tuition.

DEAR SIR: I have just read your letter of the 18th inst. I understand that the points which you make are:

1st. That your certificate, while in force and in the custody of the County Superintendent, was lost by the fault of those in his office.

2d. That subsequent to the loss a renewal was granted by the County Board of Education upon the testimony of the County Superintendent.

My opinion is, that *if the last renewal was for a term not yet expired*, the County Superintendent should recognize the validity of your certificate and draw his requisition in your favor. Of course, if the time has expired you have no certificate which he could recognize.

DEAR SIR: Sec. 1543 Political Code says: "If in any School District there shall be an average attendance for three months of only five pupils or less, such district shall lapse and the moneys in the treasury of the county belonging thereto, shall be apportioned by the Superintendent of Schools among the other districts of his county in proportion to the number of census children between five and seventeen in such district.

Your district has therefore lapsed, and it no longer exists. School cannot, therefore, be opened.

DEAR SIR: In the last number of the CALIFORNIA TEACHER, which should be on file in your district, there is an answer to your first question. Teachers should be paid for legal holidays, and any person who compels them to teach on legal holidays breaks the law, and if they teach on legal holidays they break the law. The number of legal holidays is insignificant, and if they were trebled the teachers would be better able to perform their work.

When a teacher did not attend the Institute on the plea of sickness, it does not come within the jurisdiction of this office to determine whether the teacher was sick to such a degree that she could not attend. If the County Superintendent has passed upon this question, and you believe that he was misinformed, it is for you to show wherein he was in error, not for this office to pass upon his action.

The Teachers' Association in San Francisco completed its labors as we go to press. Our indefatigable State Superintendent, in spite of the manifold labors of his office, found time to be on hand, and the most interesting feature of the gathering was the eloquent oration of Hon. Wm. T. Welcker.

THE HIGHEST PEAK OF ALL.

One of the most pleasing signs of the cordial relations existing between the North and the South—which were recently testing each other's muscle and endurance—is the frank and even forward admission by the former that Mount Mitchell, the highest peak in the Black Mountains of North Carolina, is higher by several hundred feet than Mount Washington, in New Hampshire, and the modest manner in which the South admits this glory, as if reluctant to wound Northern sensibilities. It may be a regret on both sides that the highest point of land east of the Rocky Mountains does not bear the name of Washington. The peak in New Hampshire was allotted to him in good faith that it was the highest, and his shade must be content with the good intention. Even the Father of his Country cannot be permitted to sprawl all over the continent to the exclusion of all other aspirants for high honor; and we must be satisfied with giving him, in the Washington Monument, the tallest pile of stone built by anybody since the Tower of Babel, and let Professor Mitchell sleep in peace on his mountain in the lonesomest, if not the highest-placed, grave in the republic. On the summit of that wooded peak, 6711 feet above the Atlantic, and almost that hight above Mount Vernon, Mitchell lies amid the clouds and thunder-storms and aerial battles of the Black Mountains. This individual eminence is a stroke of fortune. Washington did what he could for his personal elevation; he cut his initials as high up on the buttress of the Natural Bridge as he could climb in his stocking feet, and in other ways he deserved well of

his country; but a professor of chemistry, by a lucky chance of first measuring this peak and announcing his discovery, and by the equally lucky chance, for his immortality, of losing his life in attempting to establish the assertion that this was the peak he had first measured, and not a neighboring one, as Senator Clingman insisted, has secured an eminence which all the character and correctness of life possessed by George Washington could not give him.—*Harper's Monthly.*

BOOK NOTICES AND CLIPPINGS FROM THE REVIEWS.

HANDBOOK OF UNIVERSAL LITERATURE. By A. C. L. Botta. Revised Edition brought down to 1885. Houghton, Mifflin & Co., Publishers, Boston. For sale by C. Beach, San Francisco. This book is a survey of human thought, as embodied in literature, from the earliest days of Assyria and Babylon down to the present hour. The writer has done her work with thoroughness and impartiality. No author of note has been omitted, and no country of ancient or modern times has been slighted whose writers have left their mark on human progress. An enormous amount of information is compressed into this book.

ELEMENTS OF GEOMETRY. By E. T. Tappan, LL.D. D. Appleton & Co., Publishers, New York. The importance of the science of Geometry is evident when we reflect that without a knowledge of this science men could neither build machines or navigate the ocean. The writer of this book has treated his subject with singular clearness. It is divided into three parts: 1. Elementary Geometry. 2. Plane Geometry. 3. Geometry of Space. The diagrams are well fitted to the explanations.

RIVERSIDE LITERATURE SERIES. Nos. 13 and 14. The Song of Hiawatha, by Henry W. Longfellow, in two parts. Price, 15 cents each. Houghton, Mifflin & Co., publishers, Boston. The Riverside Series has been referred to before in these columns. The present number is of the same high character as former issues. A full list of this series was given in the November number of the CALIFORNIA TEACHER, opposite the title page.

The January number of the *North American Review* is an excellent one. It presents no very famous names among its contributors, but it offers a wide variety of unusually readable articles. We are now safely over the crisis of the Presidential election that men of all parties can consider calmly Bishop Huntington's essay on "Vituperation in Politics," and it is to be hoped that what they learn from it will not be forgotten four years hence. Under the title, "The Reunited South," Henry Watterson presents with great clearness the Southern and Democratic view of the political situation as it now stands. This is also extremely interesting to every citizen, whether he agrees with Mr. Watterson or not. Another question of universal concern, which some think will soon make itself a national issue, is that of labor and its compensation; and Col. Hinton, in "American Labor Organizations," shows with what equipment it will take the field. But the article that the literary reader will first turn to is Frederic Harrison's brilliant and incisive discussion of "Froude's Life of Carlyle;" while the religious or philosophical reader will find in Courtney's "Socrates, Buddha and Christ," specific statements and quotations of those parallel doctrines that are so often vaguely alluded to. For the scientific reader, Mr. Proctor discusses learnedly "Herschal's Star Surveys," and Prof. Le Conte presents and explains some curious facts in relation to "The Evidence of the Senses." Mr. Mulhall's paper on "The Increase of Wealth," is a successful endeavor to render large masses of figures popularly intelligible.

The opening chapters of three serial stories, Charles Egbert Craddock's "Prophet of the Great Smoky Mountains," Sarah Orne Jewett's "A Marsh Island," and Mrs. Oliphant's "A Country Gentelman," render the *Atlantic Monthly* for January a remarkable number. The scene of Mr. Craddock's story is laid among the Tennessee mountains—a locality which he has already described in short stories which have attracted much attention. Miss Jewett has never been more felicitous than when describing the dwellers in a Marsh Island and their guest. As for Mrs. Oliphant, her pictures of English family life are always charming, and her story opens in a manner worthy of her great reputation. Oliver Wendell Holmes begins a series of papers (to be continued throughout the year) entitled "A New Portfolio," and the first number is full of the oldtime charm, wit, pathos and other delightful qualities of the genial Autocrat. Articles of literary interest are a thoughtful study of "Childhood in Greek and Roman Literature," by Horace E. Scudder; "Madame Mohl, her Salon and her Friends," by Kathleen O'Meara, and a paper of curious interest by Richard Grant White on "The H Malady in England." Two pictures of New England life—"A Salem Dame-School," and "Winter Days," being selections from Thoreau's Journal, are of interest; and these, with a short story by Frank R. Stockton; critiques on Vedder's drawings to Omar Khayyám's Rubáiyát, Vernon Lee's "Euphorion," and other notable books; poetry of a Christmas character, and the usual Contributor's Club, complete a number brimming over with good things. Houghton, Mifflin & Co., Boston.

AN AMERICAN ARISTOCRAT.

From an article by Eugene V. Smalley, on "The Kalispel Country," in the January *Century*, we quote the following: "There is a mistaken notion among philanthropic people in the East that the Indian is a much abused person, who is entitled to the lively sympathy of mankind. Unquestionably there have

been plenty of instances of broken treaties and individual and tribal wrongs; but, looking at the matter, not from the historical but from the actual point of view, it must be admitted that the aborigine on a reservation has more rights and privileges than a white man enjoys. 'If I could have the privileges on this reservation which the Indian has,' said Major Ronan, the Indian agent, as we were driving through the lovely Mission Valley, 'I would resign my office at once, settle down on one of these streams, build a house, fence in all the land I wanted and get me a big herd of cattle.' The Indian or the half-breed, explained the agent, can enclose as much land as he pleases and use as much more as he wants for a stock-range. He pays no taxes and rides free on the railroad. If his tools get out of repair or his horses need shoeing the Government employs a blacksmith to work for him. He takes his wheat to the agency flour-mill where it is ground by the Government, and his logs to the agency sawmill to be made into lumber of the dimensions he wishes. If he is sick the Government supplies him with medicines and a doctor. The missionaries educate his children in a boarding school and furnish him with the comforts of religion without charge. If too idle to work he knows that the Government will in no event let him starve. If he tries he can become a rich man by the mere increase of his cattle and horses. Now how does it stand with the white citizen? Instead of thousands of acres he can get from the Government only one hundred and sixty, and on them he must pay taxes and 'rustle for a living,' as the Western phrase goes. The Indian is our American aristocrat. He owns the whole landscape; he toils not, save in a fitful way as it suits his pleasure, and he spends his time in hunting, fishing, horse-racing, gambling and loafing.

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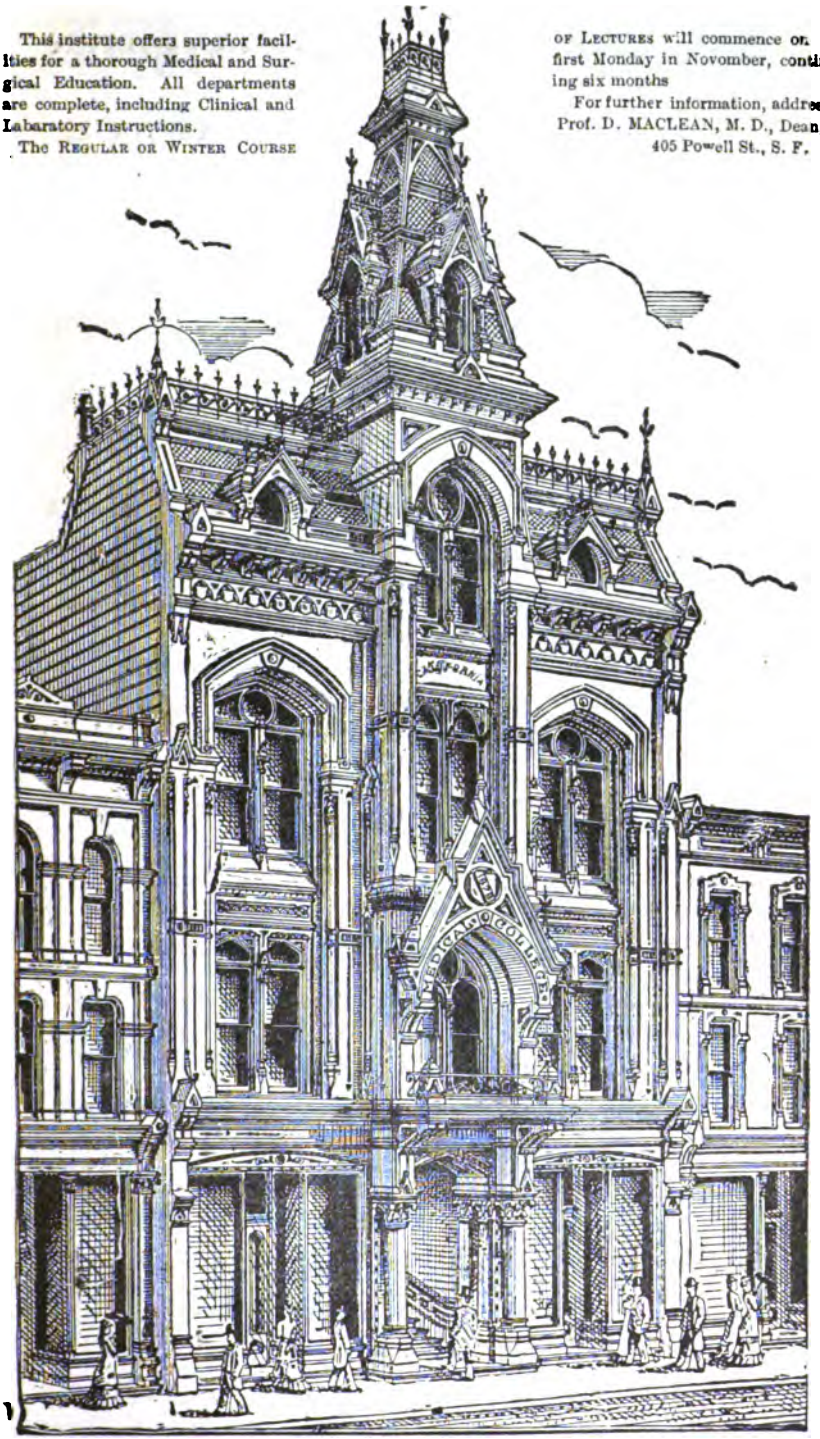

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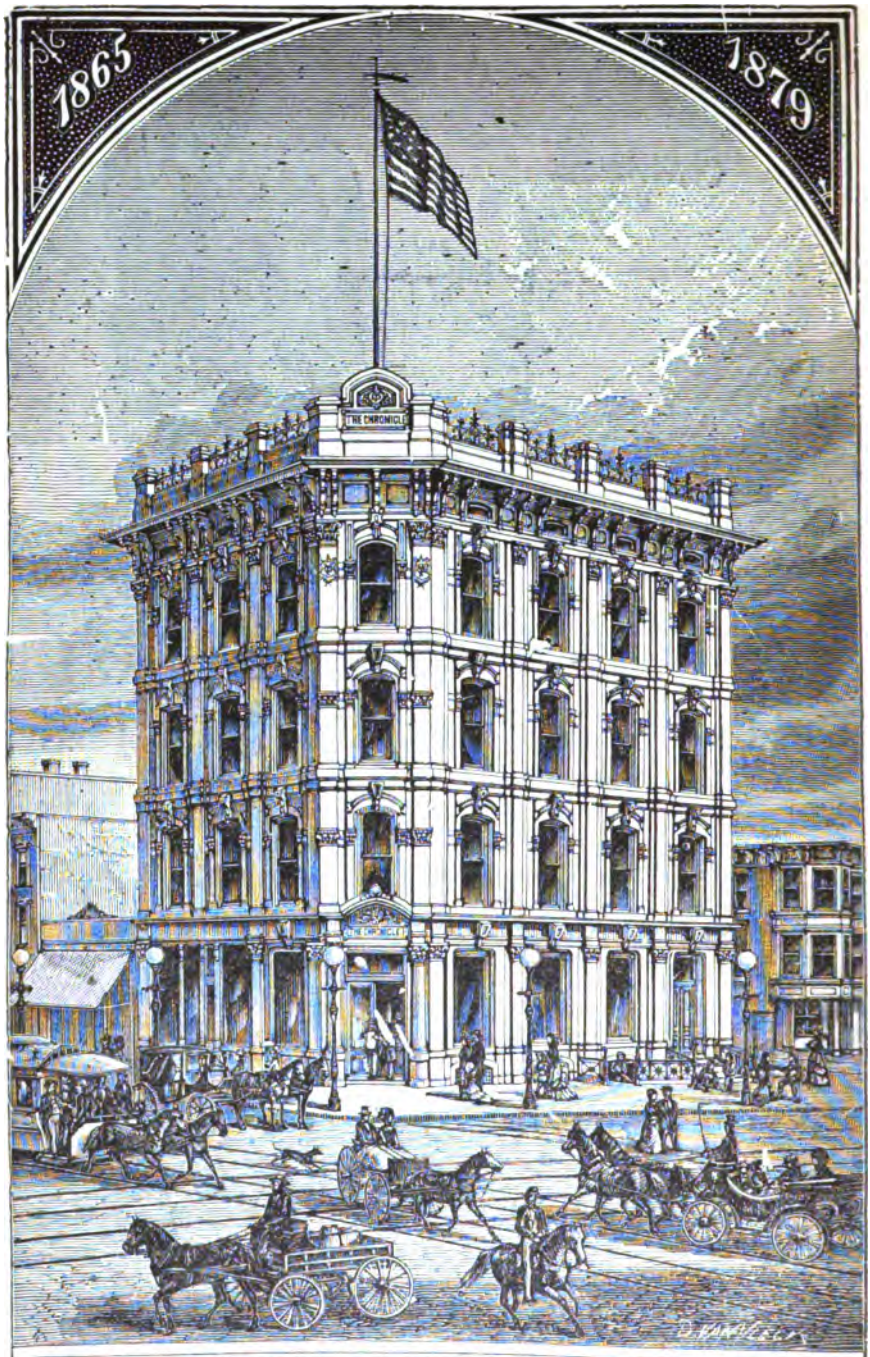

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FEBRUARY, 1885.

VOL. IV, No. I.

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OFFICIAL ORGAN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

VOL. IV. FEBRUARY, 1885. No. 1.

LETTER FROM LONDON.

BY C. A. SUMNER.

The spectacle of the Blue Coat school boys kicking foot-ball in the great yard, is one that you will daily behold and perhaps enjoy, if you pass at the proper midday hours from Hilborn on the Strand to the Bank on the appropriate omnibus perch.

Yesterday as I was walking alongside the double iron fence which separates the vulgar outside world from this great asylum and academy for youths, I was hailed by a middle-aged gentleman, who directly informed me that from my appearance he believed that I was Yankee. When I replied

in the affirmative, he bade me watch the frolics of these young people in the spacious parade and ball ground. I answered that I frequently had that pleasure. He then went on to say: "Now, this school was founded for the benefit of poor children, or the sons of good people who had fallen into pecuniary straits. In point of fact it is now a school for the rich." And from this point he vent on to indulge in the severest language denunciatory,—on the basis indicated—of the Boards of Admission and Arrangement. Something of the same kind I have heard before. However all this may be, it is certain that the school is admirably conducted, as a place of instruction in books and in gymnastic exercises. While I would not by any means depreciate or deprecate the formal methods of physical exercise which are prescribed in Scandinavian and German academies, I believe that if you give a school-boy plenty of lee-way, and a reasonable amount of balls and bats, he will make sufficient recreative use of his muscles in ample recess time. Let a boy alone for that. I believe that our New England and Middle States folks, half a century ago, turned out about as sturdy a set of youngsters as was ever graduated from a district school-house,—call it by what name you will. Plenty of opportunity for romping and racing and kicking frolic, and the boy will take care of himself, in such a climate as that we enjoy. And this may be said at the very same time that we confess that in our contracted yards for school children, in San Francisco and other large cities, the regular discipline of swings and bars, and weights and ladders should be presented and observed.

Just now there is a great rage in London, and I might say in England, for amateur theatricals. Mr. Haweis informs me that the professionals, as a rule, are very much

incensed, not to say disgusted, at the patronage which is bestowed upon the performances by ambitious youths of both sexes, who only wish an opportunity to become famous on the boards. "But," says Mr. Haweis, "why should there not be as much freedom as in the profession of historians and novel writers, and school book-makers? Any man can write a book if he choose! And if he can find a publisher, he can print. And when he has printed he is an "author.'' Why not! And should not the people be allowed to sift and judge at first hand, as to who is or is not likely to be a worthy successor of Kemble, Mrs. Siddons, David Garrick, and Irving?" I quote Mr. Haweis, as he is counted in this city to be an authority on theatrical and musical matters; having been for some time editor of one of the principal magazines, and always having taking a great interest in everything connected with the stage. A sermon by him in defense of the stage had a wide circulation in the United States, several years ago. While I am on this paragraph I ought to mention the fact (which I can certify to from actual observation), that Miss Mary Anderson has achieved a great triumph in "Ingomar," at the Lyceum Theatre. She was advised to make her first appearance here this season as Juliet, and it was prophesied that if she attemped to take and present the leading character in the "Barbarian," her engagement would be a failure. But she is fast approaching her fiftieth night, in the character of Parthenia. And she has her best, or most approved characters, in reserve. For when these Londoners shall see our Mary in Juliet, will they not admit that they have not had her like before, since Miss Neilson bade them farewell ?

Among the distinguished Nonconformist preachers in this city is the Rev. Dr. Parker, who holds forth at the

Congregational church, near Holborn viaduct. He is a man of medium ability, whose trick of attraction, I take it, consists of antics,—as we would say it in the United States,—in imitation of the Boy Preacher. Not quite so peculiar in his dodgings and jerks, but suggestive of a following all through, to one who has gratified his curiosity by witnessing the performances of the American youth referred to. As is his Western model, the Rev. Dr. is very much admired by many good people, and his Thursday noon and Sunday sermons are listened to by great and attentive crowds.

You will expect to hear that I have attended the services at the Tabernacle. You reach Mr. Spurgeon's church from the city side, by taking a London Bridge omnibus, and riding to the corner that is called Elephant and Castle; though why "Elephant and Castle," I do not know, and can't find out. The church is about a block distant from the point where the omnibus sets you down. If you are in good time, that is to say, if you reach the outer gate half an hour before services begin, you will be met by one of the church officers, who will present you with an envelope pass on which is engraved a picture of the Tabernacle, and of the Pastor's College. Under the words "Admit the bearer," is the following sentence: "The person using this pass is respectfully asked for a contribution towards the work of the Lord, under the superintendence of Pastor C. H. Spurgeon."

This pass admits you into the church, but it does not signify that you will get a seat. You are required to stand in the rear of the pews on the floor, or in one of the two galleries, until Mr. Spurgeon shall have put in an appearance, when unoccupied seats are assigned to strangers. There is a contribution box near the door and in full sight.

of the officer who has presented you with this pass. There is an abundance of ushers, by one of whom you will certainly be told, on your entrance to the floor or to one of the two galleries, that you will certainly get a seat of some kind if you wait long enough. Though I sat on one of the benches furthest from the pulpit, yet I had a direct line of view of the preacher and the front part of his audience. I faced him as he appeared at the door in the rear of the pulpit, and, with his hand upon the railing at his right, hobbled down to the platform. He appeared to me to be suffering from lameness and from some ailment inside, for he was constantly placing his hand on the right side of his breast while his countenance indicated positive and considerable suffering. One of his ushers assured me that Mr. Spurgeon was "quite well, quite well" but from one of his parishioners I learned that he suffered from dyspepsia; while a cab-driver afterwards bluntly informed me that he had the gout. But although it may be, and probably is true that Mr. Spurgeon of to-day is not the orator of ten years ago, yet he is worthy of his trans-Atlantic reputation. He is an orator still, and he has the great fundamental requisite and excellence of all oratory, clearness and precision of articulation. There was not a word in his discourse of an hour, that I did not hear with accuracy, and with ease; and when in the midst of the sermon, it was his occasion to speak of the majesty of God, as compared with the insignificance of his human creature, he rose to the sublime; and in voice and manner he was that impassioned and thrilling elocutionist which has been so often described and eulogized under his name. He strikingly resembles in form and feature and in some of his methods of gesticulation, our distinguished legal friend, Mr. H. R. Highton.

A few moments ago I was looking up at the walls of St. Paul's Cathedral, and noticing, for the twentieth time, the curious effect proceeding from the sooty blackness of the lower section, and the comparatively white shades which run in wavy lines at a sharp angle above and up to the cornices. It seems as if the wind had driven the dust from the street against these huge granite abutments; the sand or atoms being diffused or dissipated when they arrive about mid-way on the sides of the edifice; and that out of this might have come the curious illusion of sunshine streaming down upon portions of the building, without reference to the shadows that are, or would naturally be thrown in a time of sunshine, by the overhanging eaves. The effect, whatever the cause of this effect, is very pleasing, and repays repeated and prolonged observations. I have ascended four times to the upper outlet gallery of St. Paul's, and have been made by each visit the more anxious to spend a longer time in the various halting places on this high-road than custom or propriety prescribes. In the library, for instance, one could wish for half an hour's sauntering at least, even without permission to touch one of the volumes. But the most, or the best you have in the way of gratification is a glance at the illuminated music book said to be 250 years old. It does seem strange to me, that in all these places here of supremest interest, where throngs of curious and intelligent visitors are expected to come, and are to be seen every day, the authorities do not provide some competent person to give information, to answer questions, to be of some sort of real service to the man or woman who is required by custom to pay as a gratuity, or fee, a shilling or at least a six-pence, and who does pay over his silver for nothing. I do not doubt that the vergers at Westminster and St. Paul's are

very respectable old gentlemen; I will not question that even with the authority of a hint which I have quoted, to the contrary from the lips of Cannon Duckworth himself, and taking Dean Stanly's own judgment in the premises—but I do declare that it would be much to the credit of the management in both cases, if there was a substitution in the manner and to the extent that I have suggested. Who would think of voluntarily hiring one of these veterans as a guide to anything, anywhere ?

Either instruct and educate the venerable men who occupy these places, so that they will give the visitor something more than a rattling and for two-thirds part inaudible account of tombs or pavements, or books or belts, or else—having provided for these respected and revered relics of a former generation, in an asylum for the superannuated,—place here young men of good sense and fair education, who are anxious to earn by a good substantial service the gladly passed shilling they would surely get in such position.

But speaking of repeated visits to the dome of St. Paul's reminds me of the fact that I have never gone up without a special object and hope with respect to a wide horizon: at each subsequent visit being assured and being assured that this time one could, would and should see to the farthest verge of a possible vision. I believe the door-keeper and the highway men intend well; it did look as though it was a fair day for a general sweep of the telescope. But no; I don't think there are twelve days in the year when you can see the Crystal Palace at Sydenham, from the dome platform. And in a confidential whisper in the lower inner gallery—after conversing with him above on this subject—the keeper of the first landing agreed with me distinctly on that proposition. And yet on each occasion of mounting, the

perfect view of the city that *was* vouchsafed met and filled and every way justified the comprehensive apostrophisin song of the poet:

What commerce, at her teeming ports, awaits each fav'ring gale,
What network o'er her fair expanse, of highway and of rail;
What bustling cities everywhere; and then—the whole to crown—
Immense, incomprehensible, bewildering London town!

O, whoso, in a single glance, and in a breath of time,
Would gaze on stores consolidate of every land and clime,
And note a thousand things his every school-boy book recalls—
Ascend the dome, and reach with me the summit of Saint Paul's!

There, rolls beneath, the teeming Thames, by mighty bridges spanned,
And Ludgate slopes to Temple Bar, and Fleet street and the Strand—
And just beyond is Charing Cross, from out whose station run
Incessant locomotive trains, like missiles from a gun.

Beyond, the halls of Parliament and Westminster you see.
There's St. James Palace, Buckingham and Marlborough, all three;
This way, Trafalgar Square, and Nelson's monument you know.
There's Picadilly; there's Hyde Park; Pall-Mall and Rotten Row.

Come back by way of Oxford street, past Lincoln's and Gray's Inn;
Again you near the "City," and you catch the roar and din;
While now and then, above it all, mellifluously swells
The tocsin of the Cockney's soul—sweet, musical Bow-Bells.

Past Cheapside, stands the bank whose notes do not belie their worth;
But speak for English gold in every corner of the earth.
Hard by, Lord Mayor's Mansion House; and in the mart between,
The Iron Duke on iron horse o'erlooks the whirling scene.

And here, Cornhill, Threadneedle and King William streets converge;
Innumerable multitudes, like waves and billows surge;
And rampant men and rampant steeds contend with mad uproar,
And thunder over London Bridge, and all along the shore.

And farther east—O, let us pause with vision rapt awhile!—
In seeming isolation there, looms up that sombre pile—
Long time the seat of kingly pride, and kingly lust and power.
It stands—with walls whose very stones do seem to speak—the Tower.

And now, one glance on Surrey side, vast workshops to behold—
Whose myriad chimneys belch their flames, and smoky clouds unfold;
While crystal Sydenham illumes the far horizon's crest—
Resplendant diamond, blazing there, on Albion's buxom breast.

I was looking at Thackeray's house in South Kensington yesterday, when the customary salutation "You are an American" fell upon my ears. I turned and saw a pleasant gentleman of middle age, fairly beaming upon me. He said he did so like to see an American and have a little chat with him. He found that they appreciated the authors of England better than the average of English people themselves. Of course, after this flattering introduction, there was a harmonious and happy running over the list of writers whom we did admire. But the conversation brought up to a point of great interest with me when the stranger—why, I was the stranger!—when the stranger told me about a big job of rascality, as he termed it, which he had discovered in the giving out of a railroad contract. The fascination of the story was this, that my friend Edward Nunan, late State Senator and member of the Board of Supervisors, had been telling me of a trick that was precisely analogous, which was played a thousand miles from San Francisco. Certain contracting parties would not pay; but when solicitor and barrister were employed, they paid at once. Then another contract was obtained; and the same operation was performed. So very like the case a thousand miles from San Francisco, where certain gas and water companies would not pay their taxes.

A certain gentleman was employed to manipulate the Republican Party in the interest of the local monopolies; and when he had successfully betrayed his organization and acted effectually as a direct purchaser of a sufficient number of rotten representatives in the local and State Legislature, the taxes against the gas and water companies were allowed to become delinquent. Thereupon the manipulator of the Republican Party Legislatures was employed to prosecute for delinquency. As soon as suits were begun by this prime scoundrel, under authority to sue and collect the aggregate and take a large percentage for his own services, the full sum of the assessment was paid in. So that the city—a thousand miles from San Francisco—paid the fees of the lawyer and lobbyist and venal Senator employed by the gas and water companies to buy and sell, with his own vote, the elected officers that were "needed" for the purposes of the monopolists. It seems that this is an English trick; for, word for word, I had the same detail, in substance and consequence, from my acquaintance at Thackeray house, in South Kensington.

Speaking of Mr. Nunan: he has made a great success with his patent coupling; and they are being introduced on all important ship lines and into every large fire department of the country. He informs me that Mr. R. F. Williams, of South San Francisco, obtained all needed funds for the building of his bulkheads and dry docks; and drew my attention to the fact that the wooden pavement is rapidly superseding all other kinds in London and in Paris. Of the latter fact I believe I took notice already in this correspondence.

I attended the church congress at Reading; attracted thither by the advertised presence of a great many digni-

taries of the land, including the Archbishop of Canterbury, the Bishops of Oxford and Bedford, Mr. Beresford Hope, Archdeacons Venable and Dennison—all men whose writings are familiar to many American readers. But before I proceed to speak of the congress, let me note about the trip. Now an English locomotive and an English locomotive engineer are things to be catalogued among the sights of this country. Perhaps if one had never seen engines of our railroad pattern, with more or less of brass ornamentation, or been accustomed to seeing that style of adorned iron horse, the precise impression which one now takes at first—I mean, of course, which the American takes at first sight—on beholding an express train puller, would not be recorded as it is. But as it is: it is the impression of a giant stripped for a fight, that this Padington & Reading R. R. errand boy starts and leaves in your mind—first and second and third interview. Could I ride with the engineer and fireman on that engine, up to Reading? I could not; such a thing was never heard of in the superintendent's office; it is against all rule; this is a matter of double and re-enforced rule. But I got on that engine. Don't ask me how or where. You will take it for granted that I slipped on to it at London station. But I did get on and make that one trip; and before I had gone a mile I wished I had not been so smart with my self-introductions. I will not do so any more. There is not a particle of brass about the engine, except what is on the steam escape and the little shrieking whistle and, here and there, on the stop-cocks. There is no house over the platform on which the engineer and fireman stand; only a plate in front, surrounding the boiler, and rising a little above the head. On either side there is, of course, a bulls-eye window—six inches across. But for the most part, the engi-

neer is looking around and outside of this plate, rather than through the port-hole glass. The lever pulls over towards him, instead of pulling outwards, as is the case with most of the American road engines. When the word "go" is given, the small signal pipe utters a short shrill scream, like a lady about to faint away at the sight of a cat, and then the valve is slowly opened. There are three slip revolutions at three different times, of the one driving wheel—within the first ten rods. I counted and marked the distance. After that it was just as the fat, phlegmatic engineer suggested to me, when with half a glance he looked towards me perched on top of the coal pile: "Good-bye John!" Ten minutes late; and we go to Reading at the rate of forty-seven miles an hour. Excuse me; no more of that if thou lovest me. I prefer the Copenhagen ups and downs. Then there is less of this rapidity, if there is a more painful diving sensation. One thing it reminds you of, that which you learned many years ago, perhaps: and that is that people in the cars do not realize how fast they are going, when they reach a speed above thirty miles an hour. The engineers understand that; and say "it is all one with the folks in the coaches, whether you take 'em thirty or sixty miles an hour."

The eyes and mind of the engineer on the English locomotive are on the rails and at the signal boxes and posts. There is no fear of persons or cattle on the road; there are no cow-catchers on the front. Only broken or defective rails or mislaid switches are to be feared. The different sections are "blocked;" so that no train passes one station on the same track occupied by its fore-runner until the preceding train has left the next station. "If you ain't color-blind, you are pretty sure to be quite right, sir;" as the engineer remarked to me after the lightning journey was over.

I rode back to London on the same train, later in the day; and for one and one-half cents per mile I had a cushioned seat and a cushioned compartment all to myself. Of course, you cannot expect the exclusive occupancy of a of a section every time; but I have never seen one of them crowded. A cent and a half a mile at the rate of forty miles an hour is the tariff and speed of travel for the people who go by railway in Great Britain and Ireland. Yet these roads cost four times what our roads on the plains cost; and they are cared for and maintained at an expense four times as great as that bestowed on the keeping and grading of the plain and valley lines of the Central and Union Pacific.

The city of Reading has an ancient charter; it has an abbey history and an abbey ruin; and it has been the scene of scores of actual, bloody combats and the appropriate locality of scores of novels, plays and poems descriptive of domestic life and public turmoil as well—with respect to all of which, particulars are set forth with much emphasis, in large type, in many pamphlet at this time—at the time of this distinguished gathering of representative churchmen from all parts of the United Kingdom.

The twenty-third Annual Congress, and a hand-book of one hundred and two double column duodecimo pages tells you succinctly, comprehensively, about all the meetings of the kind that have gone before, and about the most prominent individuals, clerical and lay, that are to figure in this convention. All for a shilling. A book of one hundred and fifty pages gives you a history of Reading in brief; finely printed, annotated, with note and appendix. All for a shilling. "Buy 'em up." You are told to do this at the station and at the doors of the meeting places; and you do well to purchase and go off to a corner and sit down and glance

through, and get your bearings. The hall, specially erected to contain the speakers and the audience, capable of holding four thousand persons, is not sufficient to accommodate all that desire to listen. This is known beforehand, and a second list of subjects—on parallel themes for simultaneous consideration—are prepared and announced, and a second row of readers and speakers called off, selected and assigned. Shorthand reporters abound here; and I am not going to play that honorable part, of shorthand reporter, on this occasion, for this correspondence. For records of speeches, see the Berkshire *Chronicle*, or the regular edition of Revised Essays and Talks. But generally the speaking was to the point—very earnest and without affectation. I liked best of all the Bishop of Bedford. O, he is a prince of platform-talkers—clean-cutting and center-hitting every time. He looks something like Blaine of Maine, as you might suppose Blaine of Maine would look if he was spiritualized, and had the Mulligan-letter-Railroad-Syndicate-Bessimer-steel cast taken out of his countenance. In his formally written paper, or in his extemporaneous addresses, it was all one and the same—equally fair and equally pithy and pertinent—zeal according to knowledge, every time. He is a delightful man. When it comes San Francisco's turn to have the American Church Congress, I hope the management, whoever may compose it, will have the good sense to send the first invitation for visitors from foreign parts to the Bishop of Bedford.

The Bishop of Oxford, who presided at the main hall, is a man over six feet high, with a head shaped like the one presented in the ordinary prints of Humboldt. He is a plain talker—simple, direct, and without any special force.

Archdeacon Dennison is a little, peppery old gentleman,

who jumps up and tells what he *hates* as well as what he likes, with an *ipse dixit* sort of intonation that is very disagreeable —to me.

The Town Hall will hold two thousand persons, and as it is most comfortably furnished for sitting, and is supplied with an immense organ, it was always full—whatever might be the number in the great Barracks. Here some of the lay speakers made most telling speeches—interesting to all churchmen of every name and to all classes of hearers. On the practical question of school system, the laymen fairly carried off the prizes, in the estimation of the majority of the audience.

The debates often became very spirited, and while the language was always decorous, and there were no calls to order on that account, the vehemence of the delivery, coupled with the words that *were* uttered, amounted frequently to a direct impeachment of the learning or judgment of the party of the second part. On the church services, and on their adaptation to the masses of the people, the discussion sometimes waxed hot and even scorching. There is most evidently a gulf of wide difference of opinion in the Church of England as to the best means of reaching or retaining the workingmen and the lower classes, and these Congresses are the open safety-valves through which the pent-up steam of the twelve months gets ample opportunity to escape, without explosive demonstration.

Now, this Congress brought ten thousand strangers to reading, all of whom were courteously received and well provided for with bed and board, at reasonable prices; and after our people have gotten over the effect of the Knights-Templar's assemblage—say two years from this—I would

advise a call for the holding of the American Church Congress in San Francisco. Depend upon it, of whatever dedomination, you will be entertained by the debates.

Across the way from the Town Hall, Father Luther, "*Monk of the Church of England,*" as he calls himself, held a Retreat or Mission. I attended one of his meetings. A very devout and learned man, no doubt. Some of his followers—if I may so speak of them—spoke of his gathering as a "side-show"—terms I would not have had the impoliteness to apply in their presence. But they used this phrase with entire sobriety, and even solemnity of voice and manner. With them, it was probably an expression of modesty and self-humiliation.

At the London Post Office there is the same facility for observing the sorting of mails afforded visitors which is possessed alone by detectives in San Francisco, only better; that is to say, there are galleries all around the main mail reception and distribution halls, from which you can take a full and close view of the celerity with which the letters are picked up, selected and tossed to the boxes or bags where they belong. On the second floor above are the bags ready for the mail steamers, where we saw, with a pang of homesickness, a dozen labeled San Francisco; and to one particularly plethoric pouch our attention was directed by one of our little company, with the question as to whether I noticed how very, *very* large that mail bag was? Well, yes; it did seem to be stretched to its uttermost, I admit. "It must have one of your letters to the *Examiner* in it," was the explanatory suggestion.

What a wonderful man is the Postmaster-General! Now, he himself is one of the sights of London, and the greater

wonder on each visitation. After having seen and talked with you not more than twice, he remembers your voice, and salutes you by name as you enter his office door and bid him good morning. And he presides efficiently over the department that gives the people their letters and papers in due season, and sends their telegrams to all parts of the kingdom at the rate of a shilling for twenty words; and his last words to me were: "Remember, it will be a sixpence for a twenty-word message in a short time."

Concluded.

EXAMINATION QUESTIONS FOR INYO COUNTY.

ADDITIONAL EXERCISES IN COMPOSITION.

Correct, if necessary, and give reasons.

(1) I want to make a present to one who is fond of chickens for a Christmas gift.

(2) A gentleman will let his house going abroad for the summer to a small family containing all the improvements.

(3) The town contains fifty houses and one hundred inhabitants built of brick.

(4) Suits ready made of material cut by an experienced tailor handsomely trimmed and bought at a bargain are offered cheap.

(5) A poor child was found in the streets by a wealthy and benevolent gentleman suffering from cold and hunger.

(6) Entering the next room was seen a marble statue of Apollo.

Wanted—A groom to take care of two horses of a serious turn of mind.

(7) As I was on the express train I watched the conductor passing through the cars, collecting the tickets from the way passengers, and punching the through ones.

(8) The English hate frogs but the French love frogs and hate the English and cut off their hind legs and consider them a great delicacy.

(9) John Brown, his wife, baby, and dog, came up to town to see the fair, and passing through the streets he amused himself by barking at every unprotected female he met.

(10) A man walked down the street followed by a little dog, sporting a green necktie and patent leather boots.

(11) He came into church with his wife wearing a dress uniform of the cavalry regiment then stationed in the neighborhood.

(12) A man who sat writing with a Roman nose was ordered to leave the room.

(13) By the time I had taken five bottles I found myself completely cured after having been brought so near to the gate of death, by means of your invaluable medicine.

(14) I could see that the floor had been swept with half an eye.

(15) Wanted—a young woman to take care of two orphan children, of a religious turn of mind.

(16) Dr. Hall will delivere a lecture on the importance of taking exercise before breakfast at three o'clock in the afternoon.

(17) She lived a life of virtue and died with the cholera morbus caused by eating green fruit in the full hope of a blessed immortality at the age of 21. Reader, go thou and do likewise.

(18) He merely asks leave to come and play a little solo on the bagpipes of his own composing.

(19) A man with one eye named Robert Welsh.

(20) I cannot think of leaving you without distress.

(21) Lost by a poor lad tied up in a brown paper with a white string, a German flute with an overcoat and several other articles of wearing apparel.

(22) I wish the congregation to be seated, as I wish to say a few words before I begin.

(23) Passengers are requested to purchase their tickets before entering the cars at the company's office.

(24) A child was run over by a heavy wagon 4 years old wearing a short pink dress and bronze boots whose parents have not yet been found.

(25) Mr. French needs a surgeon who has broken his arm.

(26) The figs were in small wooden boxes which were ate.

(27) Found—a white handled kinfe by a child that has a broken back.

(28) To rent a house containing ten rooms located in a pleasant village, which has a fine bay window in the front.

(29) John, at last, found the key, locked the door and went off putting it in his pocket.

(30) Every body when they buy want the best.

[31) An extensive view is presented from the fourth story of the Delaware river.

(32) His remains were committed to that bourne whence no traveler returns, attended by his family.

(33) John is the best boy in the village that attends the academy.

(34) Her apron was torn by a little dog, that was trimmed with pink and white braid.

(35) The books treat of trees that are on the 4th shelf.

(36) All persons must detest traitors who possess any love of country whatever.

(37) If the gentleman who keeps a store in Cedar street, with a red head, will return the umbrella he borrowed from a lady, with an ivory handle, he will hear of something to his advantage.

(38) In a country newspaper appears the following announcement: "A number of deaths unavoidably postponed."

(39) A Coroner's verdict reads thus: "The deceased

came to his death by excessive drinking, producing apoplexy in the minds of the jury."

(40) A clergyman writes, "A young woman died in my neighborhood yesterday, while I was preaching the gospel in a beastly state of intoxication."

(41) In the far West a man advertises for a woman, "to wash, iron and milk one or two cows."

(42) One of Sir Boyle Roache's invitations to an Irish nobleman was rather equivocal. He wrote: "I hope, my Lord, if you ever come within a mile of my house you will stay there all night."

(43) A Harrisburg paper, answering a correspondent on a question of eittiquette, says: "When a gentleman and lady are walking upon the street, the lady should walk inside of the gentleman."

(44) In the account of an inaugural ceremony it was asserted that "the procession was very fine, and nearly two miles long, as was also the report of Dr. Perry the chaplain."

(45) A western paper says: "A child was run over by a wagon three years old, and cross-eyed, with pantalettes on, which never spoke afterwards."

(46) Notice in a Hoboken ferry-boat: "The seats in this cabin are reserved for ladies. Gentlemen are requested not to occupy them until the ladies are seated."

(47) For sale—a handsome piano, the property of a young lady who is leaving Scotland in a walnut case and turned up legs.

(48) Babies taken and finished in ten minutes by a country photographer.

(49) A cheap and desirable suit of rooms for a respectable family in good repair.

(50) A hall bedroom for a single lady 8 by 12.

PENMANSHIP.

As a fair speciman of your penmanship, write the following, viz.:

"Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

—*Gray.*

"Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee."

—*Longfellow.*

"All nature is but art unknown to thee,
All chance direction, which thou canst not see,
All discord harmony not understood,
All partial evil universal good,
And spite of pride in erring reason's spite,
One truth is clear, whatever *is* is right."

—*Byron.*

OUR PUBLIC SCHOOLS.

BY H. C. BROOKE, SUPERINTENDENT SAN BERNARDINO COUNTY.

This article is written with the intention of placing before the people a general statement of the progress and condition of our public schools; a sort of a supplementary report to the regular annual report required of the Superintendent at the end of the school year, June 30th, 1885. As six months, then, of the present school year have lapsed, I will state in general terms that it is marked as a memorable year in the history of the school department of San Bernardino in respect to the general awakening of the people to a spirit of public improvement in the way of school building. Five districts have voted $38,000 to build new school houses, all of which are nearly or quite finished. The city and the Lugonia districts are specially worthy of note, as giving evidence of intelligent foresight of their citizens; they will most certainly, in the very near future, if they have not already, realize that as a mere business financial move, their enterprise has been judicious and wise. I will refer especially to the new school house in the city district. Of course the general conclusions will be applicable to all the rest. The people voted bonds to the amount of $25,000. By the provision of our school law, bonds cannot be issued in amount over five per cent. of the actual assessed value of property in the district. $25,000 is a very small fraction over two and one-fifth per cent. of the assessed value of San Bernardino city district. The levy of tax this year, to meet the interest on these bonds, is 21 cents on $100. Next year, owing to

additional values created by improvements now going on in this growing and progressive town, the amount of bonds will not be as much as two per cent. of the assessed value, and the levy not over fifteen cents on $100.

To say nothing of the sense of pride and satisfaction which every good citizen must feel in contemplating the beautiful new building which now stands prominently out in plain view, from every approach to this grand valley, as a monument to the enterprise and liberality and intelligence of its people; for, as a citizen remarked "If a stranger come now and asks, 'where is your public school house?' we need not be ashamed to show it to him." As an inducement to the Eastern man of family and of means, who seeks a better climate and a home, we can say to him, we have school facilities fully ample for the next five years at least; school facilities fully up to the most favored communities of this or any other State. The public school building, its grounds and surroundings are well worth some study and consideration. It is a building containing eight class-rooms, each ample for fifty pupils—built upon the 'Centennial plan'—four wings, and each class-room lighted and ventilated from three sides, with a large corridor and entrance way. The building has two frontages, one on G street for the boys, and one on F street for girls. The school lot from F to G streets with 300 feet fronts, extends through the whole block; the boys' frontage includes a large play ground, 300 feet square; there is another lot running from Fifth street, 150 feet front to the school building, an entrance for boys. The boys and girls have separate entrances and stairways to the second story. The basement of the building can be utilized at any time for primary classes, so the building has a capacity for twelve class rooms, or six hundred pupils.

The entire school premises cover an area of something over 4 6-10 acres. Besides this school property belonging to the city district, there are two lots, one on Fourth street, with a four class room building; a lot in the northeast part of the town, with a very neat brick, one class room, building, new; and there are four lots in different parts of the town upon which may be erected at any time when found necessary, buildings for ward schools. In this connection it may not be out of place to remark that the citizens of this town are indebted to the Board of Trustees for their faithful services in their department. They have conducted the business entrusted to them with sound business discretion and strict integrity. The contractors and builders have faithfully conformed with their contracts. I would also be remiss were I to omit to call attention to the services rendered by J. G. Burt, Esq., in connection with the location of site, and purchase of the present school property. It will be remembered that he was one of the committee appointed by the citizens and electors at their meeting called by the Board of Trustees to locate the school site and authorize the purchase by trustees. It is due to the business energy, tact, and foresight of Mr. Burt that San Bernardino has a school property, which for adaptability to the purposes for which it is intended, stands unrivaled in the State. It certainly would be a fortunate thing for the coming generation of the surrounding districts, if the electors of those districts would ponder over the inevitable result of providing liberally the facilities for schooling children now. A wooden school house, with barely nine feet from floor to ceiling, packed with young people who are day in, day out, compelled to breathe the poisoned air exhaled by sixty or seventy pairs of lungs; an old building, relic of the dead and buried past, surrounded

by bare grounds, without a vestige of ornament, design, order, or beauty, is not the proper place to undertake the training of the children of the present. I have but space in this article to touch upon this theme, and must leave it with a mere suggestion. It is my purpose to present to the people, so far as I can, in a four column newspaper article, a statement of the progress and condition of our schools for the past year, taken from the reports and estimated for the present year:

It may be of interest to know something of the class of teachers employed in the county, how employed and the qualifications required of them. The Boards of Trustees are empowered to employ teachers, holding certificates in full force and effect, and to fix their salaries. The Board of Education of the county, composed of the County Superintendent and four members appointed by the Board of Supervisors—two of whom must be first grade teachers of experience—have the control over the examination of teachers, granting of certificates, and also the course of study pursued in the schools. It has been the effort of the San Bernardino Board to see that none but the best qualified teachers are provided for the schools of the county; and more especially are teachers required to be thorough in the elementary studies; recognizing the truth that if the graduates from a common school are well and thoroughly grounded in the elementary studies, the practical work of a good English education, the higher education will take care of itself. The only paper or certificate of qualification to receive a county certificate without examination, is the Normal school diploma of California. The reason for this is in the fact, that the Board is acquainted with the organization and practical working of our Normal School; and experience has proven, that the grad-

uates from our own Normal School are thoroughly educated and trained teachers. Applicants are constantly coming from all parts of the Union, and the Canadas; we can only judge of the acquirements of these by test examinations.

The question often occurs, why do so many applicants, with first grade certificates, and glowing recommendations and experience in teaching, appear before the County Boards and fail? It may be accounted for by either one or both of two reasons: The applicant has not been thoroughly taught in the primary work, or having at some remote time "passed an examination," received a certificate and neglected to keep up his studies; or to use a common expression, became "rusty;" these are just the kind of teachers we don't want. We require for our schools competent teachers, who make their calling a profession for life. We wish to see the day when our schools will no longer be regarded as asylums for those who are in straightened circumstances, and can do nothing else in this life. We want something better than a mere ability to read and write, even for primary classes.

To be continued.

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: In your letter of this date you quote from the special Act of the Legislature in 1877–8, to regulate fees and salaries of officers in Los Angeles county, as follows: "The "County Superintendent of Schools shall receive a salary "of $1,000 per annum in full of all services performed." And you ask whether the Supervisors have the power to make an allowance for the traveling expenses of the Superintendent of Schools, and make the same a county charge? I think they can and ought so to do. The salary of $1,000 is in compensation for all services performed; but the traveling expenses while in the performance of duty, are a totally different thing. They are not in the nature of compensation, or part compensation for services, nor in any sense emoluments. But they are reimbursements for the reasonable and actual outlays necessarily made by the County Superintendent in the performance of his duties.

It would be unreasonable and unjust to require that officer to defray these traveling expenses out of his own pocket, and would result inevitably in the poor discharge, or the non-discharge, of his duties, a result which could never have been the intent of the law.

DEAR SIR: Your favor of the 30th is at hand. There is no section of the law which prevents an alien from teaching in the schools of this State.

DEAR SIR: The new district formed by the division of the old one is entitled to an independent apportionment, if school has been maintained in the old district before division, and in the new district afterwards for a period making in all at least eight months, Sec. 1859.

If, however, school has not been maintained in this manner for eight months no money must be apportioned to the new district, but the money apportioned to the old one must be divided between the new and the old according to the number of children resident in each district, Sec. 1582 Pol. Code.

DEAR SIR: In reply to your first question, I have to say that the proposed new district referred to in your letter cannot be legally formed, as the parents and guardians of the children of the said proposed district, already reside within two miles of a school house.

2d. The Board of Supervisors have the right to increase at any time the traveling expenses of the County Superintendent, if they do not amount to the sum absolutely necessary for traveling. It is their duty to pay his actual traveling expenses, whatever they may be.

3d. The present County Superintendents cannot obtain any increase in their salaries through the county government bill, nor has the Legislature power to increase or decrease their salaries.

DEAR SIR: The matter of issuing certificates is left exclusively in the hands of the County Boards, and it is not the province of this office to direct these Boards to issue or not to issue certificates. They are not considered by the Superintendent of Public Instruction until after they come before him. I am sorry, therefore, that this office can be of no assistance to you in this matter.

DEAR MADAM: In answer to your letter of the 11th instant, I beg leave to say that it is unlawful to employ a teacher in the public schools who has not the qualifications prescribed by law, and who does not hold a valid certificate. Otherwise the district forfeits all State and county apportionment. See section 1860 Pol. Code, page 36, School Law.

I do not know any provisions of law compelling Trustees to employ all the teachers to which the district may be entitled, but that they shall do so is the intent and expectation of the law.

DEAR SIR: In answer to your letter of the 14th instant, I beg leave to say, that when a school house has been built by private funds and turned over to the school district to be used as a public school house, it becomes public property, and stands in all respects as if it had been built by the public money.

It is henceforth in the charge of the School Trustees and under their control. No one can demand its use for any purpose other than that of the public school.

If in their judgment, and in the exercise of their descretion, they think it would be well to allow it to be used for divine service, or for other purposes, it should be with the restriction that no damage should come to the property, and no delay, or injury, or inconvenience to the school.

DEAR MISS: Your question was answered in the last number of the CALIFORNIA TEACHER; in the number before that twice, and many times in numbers previous thereto. This continued repetition should make some impression on the minds of those whose duty it is to be acquainted with the school law of this State.

Teachers are entitled to pay when holidays fall within

the period covered by their contracts. See the official department of the last number of the journal.

DEAR SIR: In answer to your note of the 21st instant, I beg leave to say, that the funds appropriated for one fiscal year cannot be used to defray the expenses of any other year. The repairs of which you speak having been made in the year ending June 30th, 1884, must be paid for out of the funds for that year. By section 1621 of the Pol. Code, the expenses of carrying on the school for eight months must come first, and then outstanding claims for the year may be liquidated, if there is money to do so.

DEAR MISS: In reply to yours of the 24th, I have to say, that a contract made by trustees with a teacher for one term is binding for the full length of the term; that to dismiss the teacher before the end of the term (if she has complied with her part of the contract) would be illegal; and that, even if they do dismiss her, they are bound to pay her for the whole length of time for which the contract was made.

DEAR SIR: It has several times been given as the interpretation of the law, by this office, that a certificate having ever been permitted to expire, cannot be renewed.

The renewal contemplated by the law must take place at or before the *time of expiration;* or be granted in advance, to take effect from and after that date. But once dead, it can not be renewed.

For the holder of an expired certificate there remains to begin from the beginning, and do all that a stranger would have to do to get a certificate.

The holder of an invalid certificate cannot lawfully teach or be paid for teaching.

DEAR SIR: In the thirtieth subdivision of section 1617 of the Political Code—found on page 18 of the School Law—is laid down the duties and powers of trustees in regard to determining or changing the site of school houses; and subdivision fifth concerning the purchase or sale of lots and building school houses.

These matters must be done under the instructions of a meeting of the qualified electors of the school district.

When a meeting shall have been called in the manner prescribed by section 1617, let the trustees submit their ideas and plans as to location and architecture of the school house, and then the meeting can approve, amend or reject those plans, and give their instructions to the trustees as to entirely different plans, should such be preferred by the meeting.

DEAR SIR: In your letter of yesterday you ask my opinion as to whether the recent Amendment of Sec. 7 of Art. IX of the Constitution of the State "annuls and abro-"gates the entire Article XVII of the Political Code, relat-"ing to City Boards of Examination, legislates out of office "our present Board of Examiners, whose term (two years) "has not expired, and confers the sole power of examining "applicants and granting certificates on our local Board of "Education, or to some new Board of Examiners to be des-"ignated by them."

In answer, permit me to say that the portions of the Amendment bearing upon the subject-matter of the inquiry are, *first*, as follows: "The Legislature shall provide for a "Board of Education in each county in the State." This language is mandatory but not exclusive; and while it requires the establishment of a County Board of Education, it

does not forbid the Legislature to provide for the establishment of City Boards of Education; nor—in my opinion—does it abolish any such city boards for which the Legislature has already provided and which are now in existence.

Neither do I see that the amendment abolishes any city board of examination. But the residue of the amendment is in the following words: "The County Superintendents "and County Boards of Education shall have control of the "examination of teachers and the granting of teachers' cer- "tificates within their respective jurisdictions." This language is specific and exclusive; and, consequently, the sole control of examination and certification of teachers rests with the county authorities. Should any others have to do with this matter, save as agents of the county authorities, these latter would be deprived of that "control" granted to them by the amended Constitution.

I do not see that the City Board of Examination of the City and County of San Francisco has been abolished by the amendment, nor that the present members of the Board of Examination have been legislated out of office. But they can have nothing to do with the examination of teachers and granting to them certificates, except as the agent of the County Board of Education.

DEAR SIR: You say: "While returning home from school, one evening, I was grossly insulted and abused by one of the parents residing in this district. It was done in the hearing of two or three of my pupils who had attended school that day, but at the time of hearing the abuse were at home, or had been at home since the close of the afternoon session. Would these children be considered pupils within the meaning of the law, and would an action for mis-

demeanor lie against this party?" In my opinion these children would come within the meaning of the law, and the abusive parent is guilty of a misdemeanor.

DEAR MADAM: You say: "Is it required of a teacher "holding a Life Diploma, and who takes a school in a county "for which she has no certificate, to send that diploma to the "County Sup't until a certificate is granted her by the Co. "Board of Examination? The writer of this, on demand of "a neighboring Superintendent, took her diploma out of its "frame and forwarded it to his office. It was returned to "her, at the close of the term, soiled, and one entire mar- "gin broken and crumpled. No one but a teacher who has "earned a diploma and spent the best part of half a life- "time in study and teaching before obtaining one, can real- "ize how much such a testimonial is prized and how care- "fully preserved by its possessor.

"Should not the proof that one has such a document be "sufficient, without being obliged to send it to a Superin- "tendent's office, where we have no security that it will be "taken care of. Yours, respectfully. TEACHER."

This office cannot recognize anonymous writers, nor carry on a correspondence with them. In reference to the subject-matter of the above communication, it may be remarked that a County Superintendent ought not to require the presentation and custody of a Life or an Educational Diploma when *satisfactory* evidence is offered that the applicant is the holder of such Diploma. In most cases the Biennial Report of the Superintendent of Public Instruction is an official document, which will determine the matter, and in all cases where the Diploma is two years old.

DEAR SIR: I have read your letter stating that you have been requested to ask from me an answer to the following question:

"Does the recent amendment of the Constitution abolish the City Boards of Examination, as heretofore contemplated by Section 7, Article IX?"

The part of the amendment which bears upon the matter of your question reads as follows:

"The Legislature shall provide for a Board of Education in each county of the State.

"The County Superintendent and the County Boards of Education shall have control of the examination of teachers, and the granting of teachers' certificates within their respective jurisdictions."

The article before amendment confided this matter to "the local Boards of Education," a comprehensive phrase which included City Boards. But now the Constitution is specific, and gives the whole control of the matter to County Superintendents and County Boards of Education.

The jurisdiction of the County Superintendents is over all within the borders of the county, and similarly with the County Boards of Education.

Previous to amendment the Constitution permitted certain places to be excepted out of that jurisdiction, to wit: cities, by the Political Code; but as it now stands, the whole control of the examination and certification of teachers is confined to the County Boards and County Superintendents.

No doubt this result is unexpected and will result in some inconvenience, if not hardship to innocent individuals, but it seems to be inevitable.

GENTLEMEN: I have seen in several newspapers statements that a decision had been rendered in the Superior Court of San Francisco that native-born Chinese children were entitled to be educated in our public schools. These reports are none of them complete, and are not the same in all respects; but all agree in the main fact that the decision would throw open our public schools to the Chinese. I write to you because I do not think that this decision should be allowed to stand, as the final declaration of the law; and because I believe that if an appeal should be taken to the Supreme Court of the State it will not so stand.

It is contended that this alleged right of Chinese children born in this State, is disposed of favorably to them by the Fourteenth Amendment to the Constitution of the United States. I believe there has recently been, also, a decision of the United States Circuit Court for California, which under the same amendment gives citizenship to native-born Chinese. But this decision cannot be regarded as a finality, because it has not been confirmed by the United States Supreme Court.

If I am not greatly mistaken, a decision has been rendered in one of the Eastern States, by a Court of equal authority, which is directly the reverse, to wit: that the Fourteenth Amendment did not apply to Mongolians.

Whenever there is a reasonable doubt whether the ordinary sense of the words of a law taken literally do in truth convey the intent of the enactors, Courts resort to extraordinary means to find out that intent. I do not mean, of course, that they call witnesses to tell them what was the real intent; but they refer to the contemporaneous debates, documents and even the literature current at the time the law in question was adopted. Now, there is not an intelli-

gent man or woman in the United States above 35 years of age (and there might be included many younger) who does not know perfectly well that the Fourteenth Amendment was intended for people of African descent, and particularly for the protection of those who had been born in slavery. No thought was had of Chinese in the matter; indeed, had there been such thought, undoubtedly an exception would have been made against them.

Again, the Fourteenth Amendment declares that "all persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States," without adding as before, "and of the State wherein they reside." The protection afforded by this amendment, even to those who were really meant to be reached by it, is confined to them within the sphere of their *Federal* citizenship; and the State is properly left to regulate those matters which belong to persons within the sphere of their *State* citizenship. And the education given by the State in its public schools is one of those matters, and one of the most important.

However succinct and pithy the following syllogism may appear at a casual glance, its soundness cannot be conceded: "Law: *all* children must be admitted to the public schools, "which means of course, *every* child must be admitted to the "public schools. Fact: Mamie Tape is *a child.* Conclusion: "Mamie Tape must be admitted to the public schools." Syllogisms are good things when they are syllogisms. But then there must be a conclusion logically drawn from two perfectly sound premises. Probably most people would admit the second above, which is there denominated *fact*, but is the

first true: Is it law that *all* children must be admitted to the public schools? The law on the subject, which is to be found in Sec. 1662 of the Pol. Code, says: "Every school, *unless otherwise provided by law*, must be open for the admission of all children between six (not five) and twenty-one years of age residing in the district; and the Board of Trustees or City Board of Education have power to admit adults and children not residing in the district whenever good reason exists therefor. Trustees shall have the power to *exclude* children of filthy or vicious habits, or children suffering from contagious or infectious diseases." Here is ample exception to the generality of the "all" which sounds so nicely in the syllogism. But this is not all; the law is full of it. It has never said, and never intended, that *all children* or *every child* must be admitted to the public schools. No child under five years of age is admissible; those between five and six years of age may be admitted or rejected at the discretion of the Trustees; those suspended or expelled, as a matter of discipline, cannot enter, etc., etc. But Sec. 1858 of the Pol. Code shows particularly a power of excepting and discriminating, and shows especially that the Chinese are not *intended* to be educated at the public expense. The "census children" are the school children of the State; they are those between 5 and 17 years of age. Some others may be admitted, when there is good reason therefor; but the census children are the State's pupils, and the primary intention is to look out for their education. Sec. 1858 directs the Superintendent of Public Instruction to apportion the State's money to the several counties in proportion to the number of school census children there; but to insure against any interpretation of the law in favor of tribal Indians or Chinese, adds: "Provided that the Indian children who are

" not living under the guardianship of white persons, and " Mongolian children, shall not be included in the appor- " tionment list."

But, gentlemen, without waiting to multiply instances from statutory law to show that the decision in question is not a correct exponent of the law, turn to the State Constitution. There you will find an article—XIX.—devoted to the denunciation of and discrimination against these very people, the Chinese. It places them in the attitude of quasi public enemies. Among other things, it declares their presence here " to be dangerous to the well-being of the State, " and the Legislature shall discourage their immigration by " all the means in their power." Would it be discouraging their immigration to promise their children a free education? Would it not be the very opposite? Would it not be holding out the strongest kind of inducement to come hither? Do we not know that the Chinese are extraordinarily anxious to learn the English language? To read it, to speak it, and to write it? Many of them attend the Sunday schools, and it is currently believed that it is solely for that purpose. Many persons believe that they will, and do, without hesitation, pretend to abjure their own religion and adopt Christianity merely to learn the English language. Having this abnormally strong desire to get into our free schools, and the Constitution requiring the law to discourage their coming here, can it possibly be a true interpretation of law to say that it proposes to give their children, who may be born here, an education at public expense?

And as to their being born in California, does not everybody know that they can easily prove that they were all born here? They can bring " clouds of witnesses " to prove that their children have been born within our borders. If this

ruling should prevail I should not be surprised to see gray-haired Chinamen apply for admission to our public schools, and with plenty of witnesses to swear that they had been born in California, and less than seventeen years ago. The fact is, a terrible disaster is threatening our institutions, and it is this consideration which will not allow me to keep silent at this time, although I cannot but believe that the wisdom and public spirit of your Board has caused you already to appeal against this decision.

It is said that separate schools may be provided for these Mongolian children. Where is the money to come from? Are there not now thousands of children in the streets of San Francisco whom you are distressed not to be able to provide for? Shall we abandon the education of our own children, to provide for that of these Chinese, who are thrusting themselves upon us in spite of treaties, Federal restriction laws and Custom-house officials? Can anyone believe such to be the true intent of the law?

It has been said that it was unjust to tax Chinamen, and especially for the schools, and then refuse to educate their children. This is a novel proposition. Do we not tax parents who have no children, and bachelors? They are apt to claim that they, too, receive no benefit from the public schools! In time of war do we not tax all resident foreigners and all foreign property? We tax even the citizens or subjects of the other belligerent. We levy taxes because of the protection given to persons and the property of those taxed; and this is a sufficient justification of the tax. Does not Section 3839 of the Political Code say, "That nothing herein shall affect any laws imposing a greater poll-tax upon inhabitants ineligible to citizenship?" If it be the province of Courts to interpret and administer the law without

examining into its policy, surely enough has been shown here of its power and intention to discriminate.

No intention is harbored to do more than respectfully dissent from the ruling of Judge Maguire, and to suggest to your Board the desirability of appealing to the Supreme Court. I have the highest respect for Judge Maguire as a Justice and as a man. He undoubtedly understands the law as he has decided it. He knew he was making a most unpopular decision, and the fact that he went on and did make it shows that he was acting under the impulse of conscience. For this we all must honor him. But it is my duty, and your duty, to do all in your power to protect the public schools from disaster.

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The following was the business transacted by the State Board of Education at its meeting January 23, 1885:

Prof. Allen moved that the State Board of Education do recommend to the Legislature to amend section 1665 of the Political Code, by striking out the words "industrial drawing" and substituting in place thereof the words "practical entomology," thus leaving industrial drawing to be taught at the discretion of the Boards of Education, as indicated in section 1666 of said Code. And the State Board of Education further recommends to the Legislature the amendment of section 1772 by adding after the words, "method of teaching," the words "and practical entomology."

Prof. Welcker moved that the Secretary of the State Board be instructed to obtain from the Attorney General his opinion as to whether—

First—The State Board of Education has the right to have the books adopted by them printed at any place other than the State Printing Office.

Second—Has the State Board the right to purchase the copyright and plates of the existing books and compile therefrom.

Third—Can the State copyright books compiled by the State Board of Education, and will the law protect them in their copyright?

Prof. Allen introduced the following resolution for future consideration:

Resolved, Whenever an edition of any book is published the State Board of Education shall fix the prices at which such books shall be sold. The cost of the edition shall be ascertained in the following manner: To the actual cost of paper and other material, composition price, work of binding (an accurate account of which shall be kept by the Superintendent of State Printing) shall be added 50 per cent. of the cost of the copyright, and to all this 12½ per cent. of itself to cover the cost of distribution. This will constitute the actual cost price at which the books shall be sold.

The Governor offered the following resolution:

Resolved, That the Board may enter into contract, after due notice, with responsible carriers for distributing the text-books, after they are prepared and ready for delivery by the Board. Filed for future consideration.

Prof. Allen offered the following:

The Board may sell the text-books published under its directions to dealers in this State, and for use in this State, at total cost price fixed, less the cost of distribution, but shall hold itself ever in readiness to fill all orders from County Superintendents, districts, or persons direct, at actual cost.

The above was also placed on file for future reference.

Superintendent Welcker offered the following resolution:

Resolved, That whatever mode of distribution shall be finally resolved upon by this Board, we will not lose sight of absolute security to the State for cost price of books before delivery of the same.

Placed on the minutes for future consideration.

An informal discussion then ensued as to the meaning of the word "may," in the section relating to the printing of text-books. Superintendent Welcker said he regarded it as mandatory that the books should be printed at the State Printing Office, but Prof. Allen thought it permissory, and said they would wait for a reply from Attorney General Marshall on that point.

At the suggestion of Governor Stoneman, Prof. Allen drew up the following to be submitted to the Attorney General:

When this Board, in pursuance of its duties under the amendment to the Constitution, (section 7 of Article IX), shall have published a series of text-books, must these books supplant those now in use in the schools, despite any existing contracts with publishers?

The following was received from Attorney General Marshall in reply to the interrogations of the Board:

OFFICE OF THE ATTORNEY GENERAL
OF THE STATE OF CALIFORNIA,
Sacramento, January 24.

HON. W. T. WELCKER, Superintendent of Public Instruction—SIR: It is my opinion that under the recent Constitutional amendment relative to the adoption of a uniform system of school books, the printing necessary to be done must be ordered by your Board from the State Printer.

Second—That your board may adopt school books

already compiled without a breach of the provisions requiring you "to compile or cause to be compiled," etc.

Third—Any contracts now existing for the furnishing of school books to County Boards of Education are not affected by the said amendment, and are of binding force and effect for the time provided in such contract.

As to the power of the Board or of the State to procure a copyright for such books as may be adopted, I am not prepared at present to give an opinion, but will examine the same and report to you in a few days.

Very respectfully, E. C. MARSHALL,
Attorney General.

Governor Stoneman moved that Prof. Allen be appointed a committee of one to correspond with publishing houses in reference to the purchasing of copyrights and plates of existing geographies, and to report to this Board. Carrired.

The following resolution was passed:

Resolved, That we respectfully ask from the Legislature an annual appropriation of $3,500 for clerical work and other contingent expenses, for the State Board of Education while carrying out the provisions of the so-called text-book amendment to the Constitution of the State.

Adjourned, subject to the call of the Secretary.

At a meeting of the State Board of Education held Jan. 23, 1883, Life Diplomas were granted to Phebie F. Johnson, Robah C. Willard, Leon Leighton, Samuel N. Withcrow, Bertha Cromwell, Clarence H. Cromwell, John A. Metzler, Nellie M. Norman, Horace M. Davis, Virginia E. Smith, Ruby A. Jewell, Jeannette N. Sykes, Albertine Plummer, Eliza G. Welsh, Helena Callsen, Alice V. Paine, Isabella A. Miller, Frederic E. Webber, Mary M. Sinclair, M. E.

Murdoch, Stephen A. Holman, Mary E. Wilson, Thomas N. Wells, Lizzie P. Sargent and Laura Varner.

Educational Diplomas were issued to the following: Edward A. Houchins, Adella Gay, Meta C. Breckenfeld, Etta Miller, Mattie C. Ball, Annie Strickfield, Horace R. Given, Edward A. Cushing, Hetty Hurd, Wellimena W. Crane, Julia E. Goldman, Virginia E. Drappo, Flora Weeks, Jas. T. Coffman, Minnie S. Johnson, Lelia C. Somers, Anna Alderson, Nellie M. McCarthy, George Ingram, Katie Walsh, Josiah H. Mellette, Mollie C. Wagner, Alfred W. Sanford, William J. Evans, Jennie Fischer, Annie Higgins, Ida M. Heisler, William J. Herrin, William B. Turner, Mary C. Cody, Rebecca Alexander, Kate E. Brogan, David C. Reed, Mary McCauley, Naomi Angell, Edward B. Price, Louis G. Harrier, and duplicate to Mary S. Belcher.

THE SACRAMENTO CONVENTION.

The following memorial, entirely unsolicited by the proprietors of this journal, was drafted by the able Superintendent of Marin County, Prof. A. E. Kellogg, immediately after the adjournment of the Convention held at Sacramento on January 2d. It was promptly signed by the Superintendents named below, whose opinion is doubtless that of many others to whom it was impracticable to present the document for their signatures.

MEMORIAL.

WHEREAS, A resolution was adopted at the Convention of School Superintendents, assembled at Sacramento, January 2, 1885, recommending that Subdivision Twelfth of Section 1521 of the School Law be stricken out; and

WHEREAS, Such resolution was passed by a majority of only ONE, eleven Superintendents not present and two not voting:

We, the undersigned Superintendents of Schools, subscribe to the following reasons why we deem such recommended legislation inadvisable:

1ST. It is essential to the efficient administration of our public school system that some recognized means of official communication between the State office and the school trustees and teachers should be provided.

2D. It is of incalculable advantage that there should be some medium of intercommunication among the Superintendents, to secure uniformity in the execution of the school law and to evolve the best methods of meeting the requirements of changing legislation.

3D. It is important that such communications should be issued at regular intervals; that they should be placed within the reach of all school officers, and that they should be preserved for future reference; thus forming a valuable digest of official decisions and a record of school matters accessible to all. For these reasons we believe the law, as at present constituted, amply provides.

4TH. Further, a school journal incidentally gives opportunity to each Superintendent to present his ideas to his own teachers and school officers, since any article in such journal from the County Superintendent is likely to be generally read within his own county.

5TH. It is, moreover, the policy of the State to assist in the instruction of her teachers; hence the establishment of normal schools and the provision for county institutes. An official journal, largely devoted to the methods of instruction, furnished to every school, is in furtherance of this wise policy, and acts as a valuable adjunct to our public school system.

6TH. And lastly, while those favored localities that are the centers of population may find themselves relieved of the necessity of the present law, we believe that the proposed legislation is hostile to the educational interests of small or *sparsely settled counties*, and robs the district school of a substantial aid.

Mrs. Anna M. Arnot, Alpine county; David W. Braddock, Butte; Charles R. Beal, Calaveras; W. H. Jeter, Del Norte; Charles E. Markham, El Dorado; B. A. Hawkins, Fresno; J. H. Berry, Kern; Mack Matthews, Lake; Adelbert E. Kellogg, Marin; W. H. Larew, Mariposa; John C. Ruddock, Mendocino: E. T. Dixon, Merced; Mrs. Alice Welch, Modoc; M. J. Smeltzer, Monterey; O. F. Seavey,

Placer; Charles E. Bishop, Sacramento; Henry C. Brooke, San Bernardino; Rufus D. Butler, San Diego; Mrs. D. M. Coleman, Shasta; H. A. Morse, Siskiyou; W. S. Chase, Stanislaus; M. C. Clark, Sutter; Myron Yager, Tehama; John T. Murnan, Tuolumne; Charles T. Meredith, Ventura.

From the deluge of friendly letters we have received we clip the following extracts:

"The resolution, in my opinion, was the precursor of other radical changes, and lopped off the right arm of one defense of our educational system.

"O. F. SEAVEY, Sup't Placer County."

"I do most heartily endorse the memorial.

"MYRON YAGER, Sup't Tehama County."

"There should be not less than FIVE copies for circulation in the district instead of one.

"H. C. BROOKE, Sup't San Bernardino Co."

"I look upon the *Official Organ* as the best available means for securing harmony in the working of our school system. W. H. JETER, Sup't Del Norte County."

A LITERARY EVENT.

We have received from Peterson Brothers, the Philadelphia publishers, the following announcement of a work by Adair Welcker. This young gentleman is fast winning a name as a writer, and is already well known on the Pacific Coast. We feel sure that his new venture will be appreciated by Californians, and that his new book will find a welcome in many of the homes in our State.

SNOB PAPERS. By Adair Welcker. Containing the Humorous Adventures of one Junius Oldbiegh Amongst the Snobs.

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him into high society with many ludicrous results. Together they see life under its most exciting and comical aspects, and the number of intensely droll dilemmas in which Mr. Oldbiegh finds himself entangled is absolutely legion. Mr. Geseign passes for an English lord and is the target for the arrows of numerousmatch-making mammas with marriageable daughters, while Mr. Oldbiegh's riches cause him to be sought after by several matrimonially inclined widows, who resort to all kinds of ingenious schemes, wiles and traps to capture him and his money. Mr. Geseign, however, is his good genius, and is always on hand at the proper moment to deliver him triumphantly from his captors. Strictly speaking, the novel has no heroine, but several attractive and romantic young ladies are introduced, and their love affairs, which generally culminate in elopements, are deeply tinged with both the sensational and the comical. Mr. Geseign's wit and fun acquire additional effect from his peculiar manner of speaking, and his philosophical discourses constitute one of the drollest features of the book. All who relish hearty laughter should read "The Snob Papers." It is an inexhaustible mine of fun and will delight everybody.

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PROVINCE OF AN EDUCATIONAL JOURNAL.

In the last number of this journal there appeared an article discussing Blaine's South American policy when Secretary of State. Its propriety in an educational journal having been criticized, it is due to the State Superintendent to say that the article appeared without his knowledge or sanction. Had such a matter been discussed while the election was pending, during the progress of a heated campaign, it would have been out of place in a journal of this character. But as Mr. Blaine has not officially announced himself as a candidate for 1888, we consider the policy with which he has been identified as much a subject for legitimate discussion as though the author of that policy had never figured in the political field. It is true that this is an educational journal, but does it therefore follow that its columns must be confined entirely to the dry bones of teaching? We hold that it should embrace a wider scope, and certainly the course of the United States towards the South American Powers is a matter in which all Americans must feel interested, including the circles designed to be reached by this magazine. We do not believe that the teachers of California restrict themselves to a line of thought solely within the bounds of their profession. We believe that, as a class, they are liberal men who desire to inform themselves on the living topics of the day. And we therefore maintain that the article in question, being deprived by the *time* of its publication of political significance, was not inappropriate in an educational journal. Still, it is the wish of the State Superintendent that such discussions be avoided hereafter, and to that wish we shall yield unquestioning obedience. Verily, the path of the Educator is not strewn with roses.

WHY WE DO NOT LIKE THE TEACHER.

READ BEFORE THE TEACHERS' INSTITUTE AT VACAVILLE, SOLANO COUNTY, CAL., OCTOBER 2, 1884, BY T. J. MIZE.

Will.—Say, Fred, where you going?

Fred.—To school, of course.

W.—Do you learn anything?

F.—No.

W.—Then why do you go?

F.—Go? I have to.

W.—Why, who makes you?

F.—The old gent, of course.

W.—Does he know you don't learn anything?

F.—I think he should know it, if he has any reason.

W.—Why?

F.—Well, it has been two years since he has bought me any books, and as I have been using the same ones for so long he must conclude that I am very easy on books, very dull, or make no advancement. My books are nearly as good as new inside, but the backs and a few of the leaves from the front and back of each are gone, to the North Pole, for all I know. One thing I do know, though, is that the contents of this old rubbish has not polished my intellect very much for some time.

W.—How is it that the inner parts of the books as so clean, while the outer parts are so worn?

F.—Well, the teacher we have now looks after us most of the time, but as he has a game leg—or, perhaps I am speaking to a ladies' man, I should say a cork ankle—he don't shuffle that Irish seaport of his about the room much;

and if we pretend to be working at our lessons, it don't matter whether our books are open or shut, so I have mine shut; and as it is often in my way I use it as a cushion for my elbow; and of course as it is rubbed over the desk the outer part, like Lieutenant Kislingbury's flesh, goes to bait the shrimps.

W.—What are you doing generally when he is looking at you?

F.—Well, when the old antedeluvian don't range his goggled mole-eyes directly upon me, I try my skill at a little light correspondence with some of those facial artists on the other side of the gangway.

W.—Do they answer?

F.—Answer! You'd say so if you'd see some of the little billet-doux they send me.

W.—I have as much curiosity as the most flighty young schoolma'am, and I should be very much pleased, greatly edified, and no doubt profitably instructed, by the perusal of both your note and its answer. Can you favor me so much?

F.—Let me see. Yes, here is one that was returned to me by the kindness of the one to whom it was written:

My Dearest Althea:—As I sit pondering over my books, I think of you as being the sweetest, dearest and most pure of your sex.

How I long to gaze into your bright, sparkling eyes, fold you in a fond, loving embrace, and impress upon those ruby lips a pure, affectionate kiss, and call you my own little darling.

Your own, FREDIE.

W.—That is certainly to the point and, like homeopathy

medicine, contains a strong dose in a small package. But where is the answer?

F.—Here it is:

Mr. F.—Sir: I have, as I hope, received your last flattering note.

If you are sincere in your statements, I thank you very much for your high compliments, and would be very much pleased to receive your notes were you only a person worthy to be esteemed; but as I have heretofore told you frankly and plainly that I do not and can not see the amiable qualities in you that I deem a pure and noble young man should possess, I will state that I believe you are one of the smoothest-tongued, vicious vipers that ever concealed itself in the grass to entrap the unwary, and you are undoubtedly strongly endowed with the same vicious principles which the serpent that tempted Eve possessed. So let this be the last waste of my time and paper in your behalf, for you are certainly a stupid dunce. SARAH ALTHEA.

W.—That is also very pointed, and shows sarcasm in the extreme; but do you think the teacher is partial?

F.—Teacher! We have no teacher! That old cork-legged, goggle-eyed, hook-nosed imitation of a poor specimen of humanity, is not a teacher. He teaches us nothing. He only hears us repeat our lessons, if we know them. If we don't know them, we fail to recite, and pass on. He will not keep us in to make us learn our lessons, for that punishes him as much as it does us. At the end of the term there are no examinations, as a general thing. If there is an examination it amounts to nothing, for we will have a new teacher next term and go on just as before, or commence at the same place in the books every term. So long as we have to change

teachers every term, we will have little or no respect for the teacher; for so long as the trustees set us an example of disrespect to the teacher, in not retaining him from term to term, and year to year, so long shall we consider him a necessary nuisance, used to fulfill the requirements of the school law, and to absorb the public funds, and deprive those who are worthy to fill the position of an opportunity to further the cause of civilization and enlightenment. And here I will say, that the trustees, as a rule, are responsible for the misdeeds of many a truant boy, in not sustaining the teacher. But now to your question:

Yes, I think the teacher is decidedly partial.

To be continued.

BOOK NOTICES AND CLIPPINGS FROM THE REVIEWS.

The *Atlantic Monthly* for February contains "A Marsh Island" (IV.–VII.), by Sarah Orne Jewett; "Winter Birds about Boston," by Bradford Torrey; "Spirit to Spirit," by Edith M. Thomas; "Madam Mohl, her Salon and her Friends" (second paper), by Kathleen O'Meara; "A Sheaf of Sonnets." I. Ellen Terry's Beatrice, II. The Resolve. III. On First Reading Landor's Hellenics. IV. Bach's St. Matthew Passion Music. V. Passing of the Year. By Helen Gray Cone; "The Prophet of the Great Smoky Mountains (II., III.), by Charles Egbert Craddock; "The Quest for the Grail of Ancient Art," by Wm. Shields Liscomb; "Vernon Lee," by Harriet Waters Preston; "A Country Gentleman" (IV.–VII.), by M. O. W. Oliphant; "The New Portfolio" (II.), by Oliver Wendell Holmes; "Strange," by E. R. Sill; "Nathaniel Hawthorne and his Wife;" "Mr. Parkman's Montcalm and Wolfe;" "Johnson's Persia;" "A Word for Pepys;" "The Contributors' Club;' "Books of the Month." Houghton, Mifflin & Co., Boston.

THE "BLOODY SHIRT."—As this magazine has not hesitated to bring to the notice of the country whatever social and political evils were supposed to exist in any part of it, and as it has especially given attention to the condition of the freedmen in the Southern States, we will not now be regarded as writing in a partisan spirit when we deprecate and denounce the narrow, sectional, and embittered tone of comment which still lingers in certain quarters of the North. That this tone is less frequent than it was a few years ago is

a token of the mellowing of feeling which takes place as the Civil War, with its animosities, moves farther and farther back into history; it is a sign, also, of the improved condition and spirit of the South, and of the new era of common interests and mutual sympathy and respect.

It is something worthy of remark that at the present moment, whenever the old note of sectional hatred is struck, it has a jarring and unwelcome sound in the North itself. The true lover of the whole country—undivided and indivisible—is shocked and pained when this note is sounded,—a note that was not sounded by Lincoln or by Grant even in the thick of the fight. It is further noticeable that it is to "the fury of the non-combatant" that we generally owe this note of discord; while the men who did the fighting did it "with malice toward none, with charity for all." Our men of war have proved indeed the true friends of peace, and not its enemies. "Both read the same Bible," said Lincoln, "and pray to the same God, . . let us judge not that we be not judged." It was Grant who stipulated that not one sword should be handed to the conquerors at Appomattox.

While the questions of slavery and secession are forever settled, there are still to be approached grave and delicate problems growing out of the changed social and political and relations. These require the most conscientious, cool, wise, and brave consideration. This is the time not for the demagogue, not for the reckless agitator, but for the philanthropist and statesman. In our day the politician who wears the "bloody shirt" will be buried with it.—*The Century.*

WEBSTER'S CONDENSED DICTIONARY.—When we see a book bearing the imprint of Ivison, Blakeman, Taylor & Co., we know that it will stand the closest scrutiny. The above work, issued by these publishers, is, perhaps, the

most successful attempt yet made to abridge Webster's famous Dictionary. Of course no book can adequately take the place of the Unabridged, but the high price of the latter places it beyond the reach of many who could only afford a smaller volume. The price of this book ($1.80 postpaid) is very low, considering its size and mechanical excellence. The circular of the Publishers calls attention to its following salient features:

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Whether we agree with Mr. Beecher or not, few men can speak or write on any subject of public interest with so great a certainty that everybody will want to know what they say. In discussing the question as to how far ministers may prop-

erly go in politics—which he does in the *North American Review* for February—the great preacher shows himself to advantage perhaps all the more because it is a matter that touches him personally as well as professionally. In the same number of the *Review* the question, "How shall the President be elected?" is treated by five happily chosen writers, viz: two United States Senators, Dawes and Vance; a college president, F. A. P. Barnard of Columbia; a New York lawyer, Roger A. Pryor; and a well known journalist, William Purcell. The substantial agreement of four of them on the same point is significant. Another notable article in this unusually strong number is a review of "Holmes' Life of Emerson," by the venerable historian George Bancroft; and still another is an essay by Prof. C. A. Young on "Theories regarding the Sun's Corona," which he skillfully brings within popular comprehension. The Rev. Dr. W. T. Shedd defends the dogma "Endless Punishment," and Prof. G. Stanley Hall writes on "New Departures in Education."

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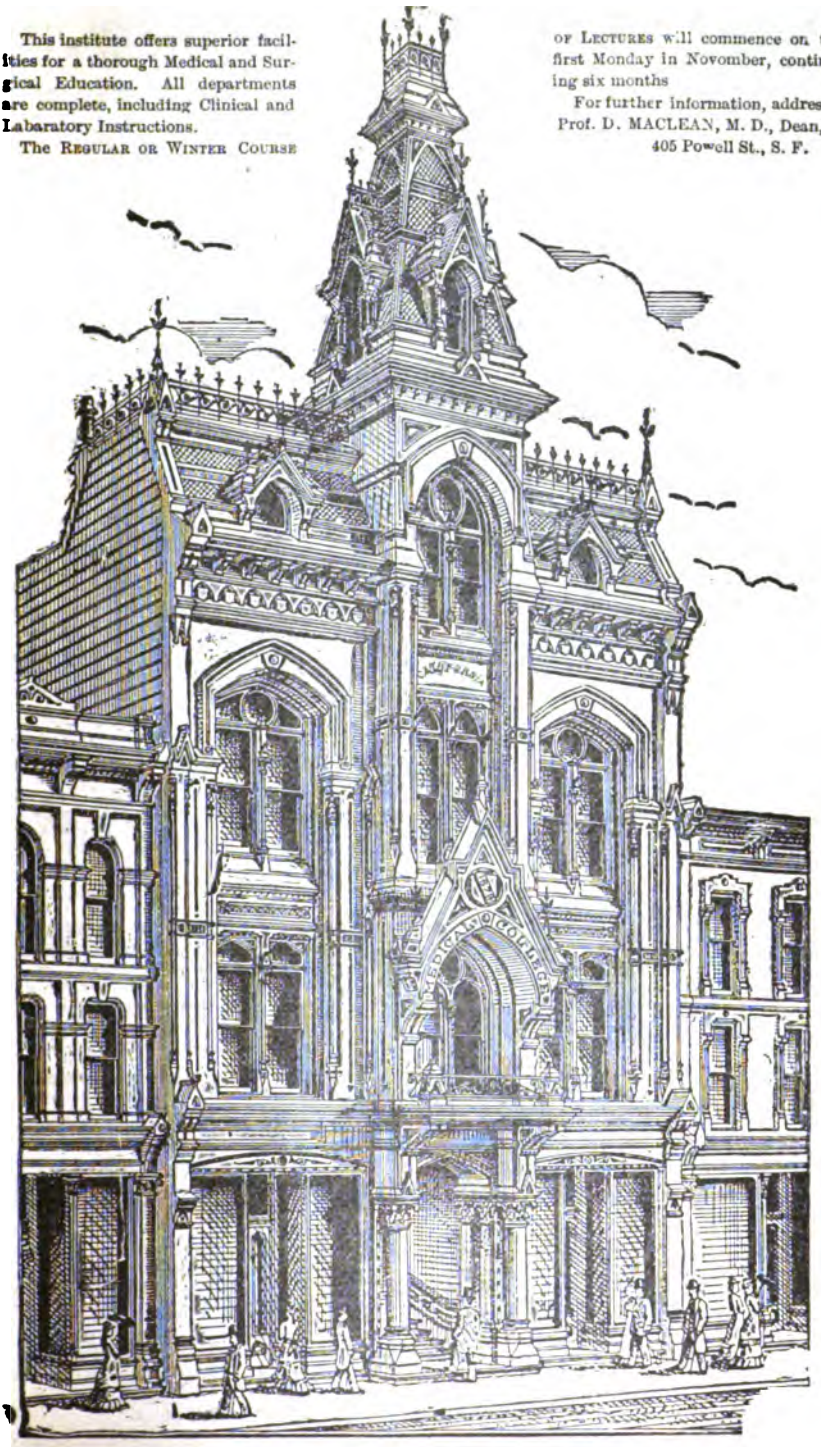

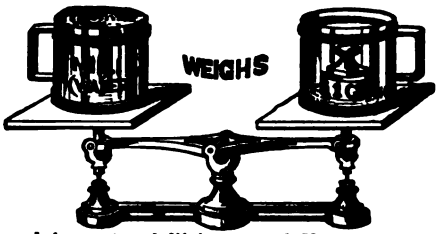

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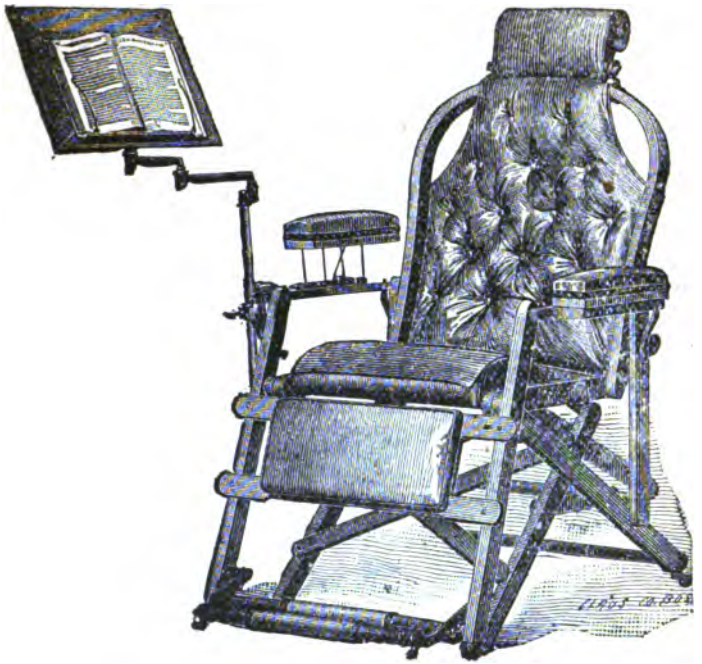

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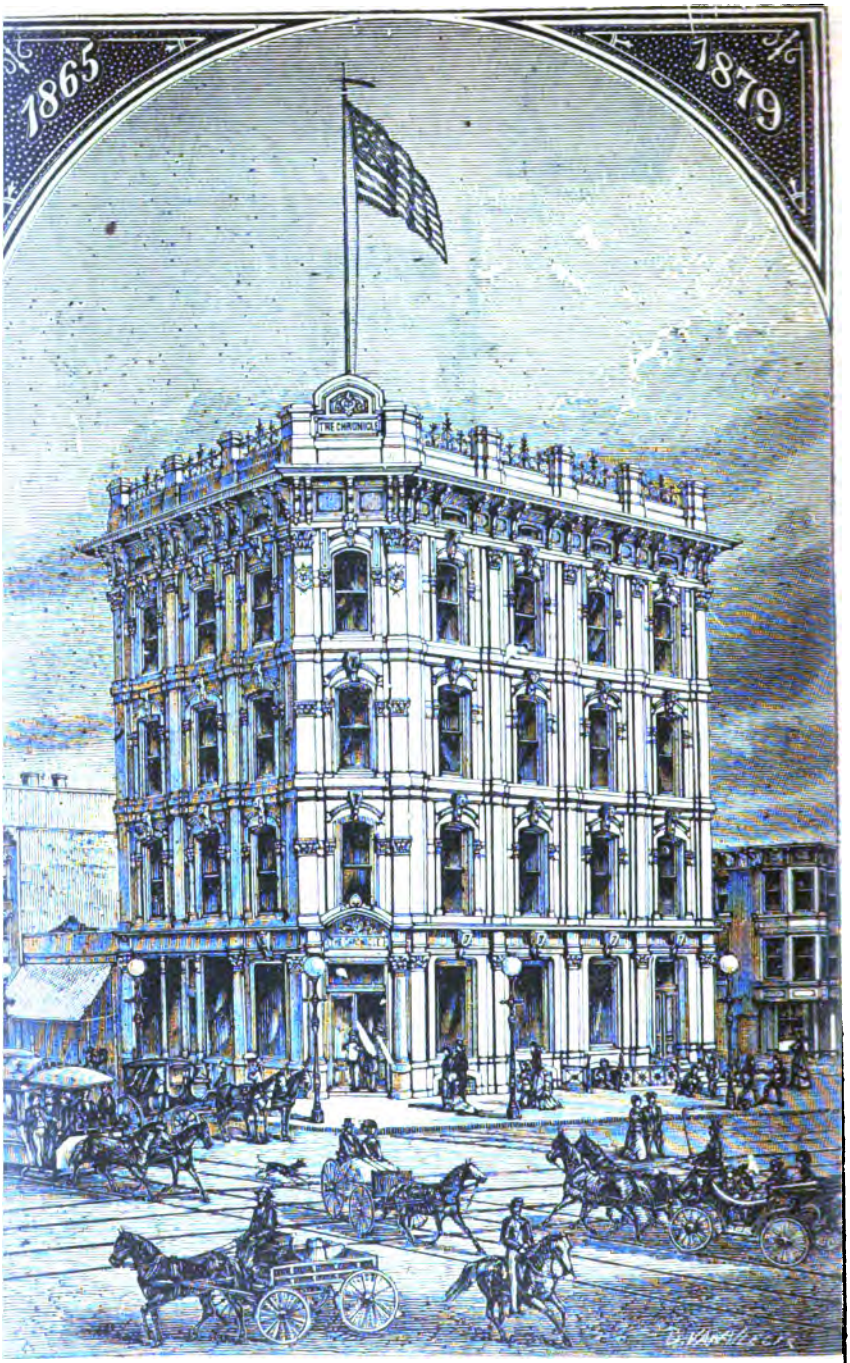

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VOL. IV. MARCH, 1885. No. 2.

SCHOOL LIBRARIES.

BY MINNIE C. BASSHAM.

Last year I was one of a committee appointed to make out a list of library books, and, as a chairman of the committee, was requested to have the list published. As the committee could not meet, I concluded to present the list to the Institute to be convened this year, that it might be fully discussed by experienced teachers. Now, I am glad that Mr. Hawkins has again assigned me the subject of School Libraries, as the more I reflect upon different aspects the more I am convinced that one of the causes of so many failures to give that impulse to our pupils which will drive them

to search for knowledge is the neglect to introduce to their attention the grandeur and beauty of thought as found in our best authors. Our school system, grand in its conception and munificent in its provisions, has its enemies, whose unsparing criticism of the teacher and his work would make us believe that the whole grand structure is worse than the "baseless fabric of a dream." We are accused that our system of competitive examinations is an iron wheel whose resistless roll is crushing out the health and morals of the youth of the land, and that the graduates of our high school, turned adrift upon the world without definite aim in life, and untrained for any vocation by which they can earn a living, go to join the army of hoodlums. Now, as to the first of these accusations, we, as intelligent teachers, are alive to the evils bred by competitive examinations; that the weak and nervous, no matter how brilliant—that the slow and steady, no matter how industrious, are left behind in the race for credits; that nervous diseases result from overtaxing the brain; that many children will cheat rather than suffer the disgrace of low standing, and the disappointment of non-promotion, which results, of course, in the dishonest child graduating to become the untrustworthy citizen or political trickster. "Necessity," says the Greek, "compels the Gods." We are forced to adopt some method by which we can determine the standing of the pupil, until the reasoning public who trust us sufficiently to put the moral and mental training of their children in our hands will acknowledge our ability to judge from oral examinations, written recitations, and general knowledge of character, a child's mental status.

That so many children are set adrift to fight the battle of life without being suitably equipped is a lack rather than

a flaw in our system, and will be remedied when the law forces every child, at the age of eighteen, to fit himself for some trade or profession. Our course of public instruction must be shortened, and miniature factories and foundries established. We teach our criminals a trade. Why not do so before his soul has been contaminated by vicious influences?

These pet weapons of the pessimist should not be hurled at the teacher, but there are other accusations which, if true, fall within the teacher's province to find a remedy. We hear that we teachers make the acquisition of broad culture subordinate to the accumulation of facts and figures; that in spite of the vast circulation of works of history, art, science and standard fiction, the American youth patronizes trashy publications, and does this within the shadows of the walls of Alma Mater. Now, I am surprised that the mantle of that immortal apostle of Fact, Mr. Gradgrind, should have fallen upon us and transformed us into mere exponents of Fact, when the course of study laid down by law is arrayed in panorama before my mental vision. Already the shades of Galen, Solon, Newton, Herschel, Draper, Dana, Agassiz, Murillo, Mozart, and Euclid, besides the familiar forms of Ray, Kirkham and Webster, loom up before the discouraged applicants before Boards of Examiners. The public hardly realize the immense pressure brought to bear upon the time and strength of the faithful teacher, who, after years of preparation, can secure sixty or eighty dollars per month, with four months of nothing to do, and nothing coming in with which to do it. Of course, when assembled in Institute, and basking in the sunshine of encouragement so generously bestowed by our State and County Superintendents and professors of the Normal

School, we feel so thrilled with the spirit of progress that we beseech authorities to append more arts, more sciences to our curriculum; we will try to teach everything from the making of an apple pie, and the sewing on of a button, to the most abstruse problem of Differential or Integral Calculus. Seriously, however, is not the question of *how much* to teach of as equal importance as *how* to teach?

That the State intends that her citizens shall have every opportunity for self-culture witness, for proof, the appropriations set aside for library books, but that the promise of culture to the general public is being fulfilled, is an open question. Teaching for many years in the country schools of this State, I have had full opportunity to observe the working of the library system, and in no country district have I found a well-defined method of selection, or expenditure. Why has the library fund been so carelessly handled? Books have been bought at double prices from agents, which have no other recommendation than a brilliant cover, and thrilling illustrations. I suggest that as Native Races, the Donner Party, Ragged Dick, and Tattered Tom have been distributed, Coke or Blackstone have their chance; some teachers may have to study up before next examination, and the book will sell readily if the typical John Doe and Richard Roe be in frontispiece engaged in an animated encounter, over the brink of a precipice, with "Lo, the poor Indian," about to spring an ambuscade. Give it a pink binding, with gilt cupids, and it will have the three recommendations—a pretty book, a solid book, and an exciting book for boys. Up to this time the School Library has been an appendage to the school, no one but pupils having access, and they but during the continuance of the school term; plenty of books to read, while they should be engaged in more legitimate

school work, none during the long weeks of vacation. That the law has been violated in this respect, is obvious to all; the library accommodations being poor, the teacher absent, books have been taken out and lost; and the blame in every case has fallen upon the teacher. Again, in every district there are patrons who do not send children, and are being defrauded of the use of books for which they help to pay. Now, I propose that the Library become a district affair, especially in the rural districts of the State, that trustees be responsible to the County Superintendent for its safety; that no books be bought from agents; that the books be selected by a committee of three, of whom one is the teacher; that the library be in a separate room, kept open at least two or three nights in the week; that it may, in fact, form a nucleus of a circulating library open to all in the district. From many conversations with patrons on this subject, I am convinced that such an institution would receive many donations. In cities we have our Mechanics' or Mercantile Libraries, while country towns and villages are almost unsupplied with anything better than Vickery's or New York Ledgers. The thoughts of the ages are our heritage, and shall we be put off with a mess of pottage in the shape of Saturday Nights, or Ledgers? There is one class of unfortunates to whom a public library would prove a mine of treasures, those who from early orphanhood or other causes, are forced to earn their own living before they reach their majority. Ground down by the demon Poverty, they are unable to go to school or buy books; some are in farmers' homes, others in mechanics' shops, while many more belong to the army of tramps. With all the ambition, and energy of the favored few, they fight on through hopeless years waiting for fickle Opportunity. A few find her, but the majority perish in a fruitless

struggle against adverse circumstances. Many do not know how to work. I have met those whose misdirected attempts at self-improvement awoke my sincerest pity. One poor boy buys the "Campaign of Seymour and Blair," because "*History is improvin'*." These hopeless struggles are rarely appreciated by a pitiless world, but if the bright throng above feel an interest in human affairs, they chant a solemn Miserere over those, who, after unavailing effort to surmount impassable difficulties, bury the bright hope of youth in the Necropolis of Despair.

That good taste may be cultured, a part of each day in the school-room should be devoted to the reading and explaining of choice literature. This will benefit the teacher as much as the pupil, for if we would grow, we must study; often, the teacher is something like the grocer's wife, who was always out of white sugar. Then again we could banish for a while, regularity from the school-room. "Stern, crushing relentless regularity—heeding no individual cases—rolling—sweeping—burning on, no matter what scattered hearts severed from the general mass fall, ground and scorched beneath its wheels." Again, as intercourse with the world of fashion and of letters gives a polish to manners and language, so an acquaintance with the elegant diction of the great masters of thought can but leave an impression on heart and mind. The first question asked will be: When can we find time for this work? In a district school running but eight months in the year, a thorough training in arithmetic, language, spelling, composition, reading, and writing is all that can be accomplished; in these branches, there should be thorough and persistent drill. This, if faithfully done, will give our pupil the education which he will need in all ordinary pursuits of life; or, if he wishes to supplement this

course, the doors of our Universities and Normals stand invitingly open. Geography and history should be given as class exercises to the whole school, occupying about as much time as drawing or music. As American institutions are the offspring of European revolution, I would read all the poetry, fiction, and history that I could, bearing on the matners, customs, and beliefs of Europe prior to and after the discovery; it will, at least, draw attention to some of the problems which concern humanity. We remember only that which interests us, or is of use to us; so why the necessity of being continually forced to take a mental inventory of facts which we memorize and forget a dozen times over. On all other subjects a general information is all that is necessary. "As the study of natural science," says Tyndall, "should go hand in hand with the culture of imagination," I should prefer Hugh Miller to Dana in my library.

There is no need to read every book through from preface to appendix; as it is, our literature is so extensive that we cannot peruse one hundredth part of it in a life-time. There are few books that need to be studied—some one has said: "but two; Shakespeare and the Bible." From some we extract the gold from the alloy, others we skim. Children love fairy stories, for there is an element in our nature that is always seeking the mysterious, ever drifting toward the unknown, and, as a God-given instinct, should be cultivated. If we live always in association with realities our natures become warped. The Germans, I think, preserve their simplicity by the love of the familiar legends of their native land; and inculcate many moral lessons by their simple stories. The storks on the chimney-top, the gnomes under the mountains, and the kobolds who ride to the earth on the snowdrops are familiar friends of the German child. In

all Europe the spirits of the olden ime whisper in the wind, laugh in the rivers, and mutter in the storm; the wrath of Olympian Jove roars in the thunderbolt; and the coruscations of the Aurora Borealis are the flashing armor of the Falkyrias as they ride from the fields of the glorious dead, bearing the souls of dead heroes to the halls of Walhalla.

To the skeptical and matter-of-fact American, the wild legends of the gloomy and rugged North, or the poetic and beautiful lore of Greece and Rome, are but wild superstitions, and are forgotten in that essence of self-interest which permeates our social system. Some condemn such reading as a waste of time; but the classical allusions in our literature call for it if nothing else does. Some one says: "One who does not love plants, animals, children and poetry, has no soul." I would not read from Young's Night Thoughts, or Pope's Essay on Man, but from those poets "whose songs gush from the heart:" Longfellow, Lowell, Whittier, Tennyson, Jamieson, Read, Bret Harte, or the Lake poets, such as reveal to us with their exquisite pen pictures, the hidden beauty, and mystery of nature; as does Lowell's Vision of Sir Launfal.

And what is so rare as a day in June?
Then, if ever, come perfect days;
Then heaven tries the earth, if it be in tune,
And over softly her warm ear lays;
Whither we look, or whether we listen,
We hear life murmur or hear it glisten.
Every slod feels a stir of might,
An instinct within it that reaches and towers,
And, groping blindly above it for light,
Climbs to a soul in grass and flowers.
The flush of life may well be seen,

Thrilling back over hill and valley;
The cowslip starts in meadows green,
The butter-cup catches the sun in its chalice,
And there's never a leaf or blade too mean
To be some happy creature's palace.
The little bird sits at his door in the sun,
Atilt like a blossom among the leaves,
And lets his illumined being o'er run
With the deluge of summer it receives.
His mate feels the eggs beneath her wings,
And the heart in her dumb breast
Flutters and sings.
He sings to the wide world, and she to her nest;
In the nice ear of nature, which song is the best.

As children love animals, and as most of the cruelty in man's nature is vented on the helpless brute creation, that early love should be cultivated. Children appreciate Jamieson's, "My Dog."

"Dead and my heart died with him
Buried what love lies there!
Something that always loved me!
Something that I could trust!
Something that cheered and soothed me,
Is mouldering here to dust!
Blue hunting grounds of the red man
Cannot I dream the dream?
Surely my old companion
But waits till I cross the stream?
Waits with a faithful yearning
Almost akin to pain—
Till in some *lesser* heaven
He *bounds* to my feet again"

Also, Bret Harte's "Battle Bunny" is a favorite:

"Who believes but equal grace
God extends to every place
Little difference he scans
'Twixt a rabbit's God, and man's."
"Of sweetest Shakespeare Fancy's child
Warbling his nature word-notes wild."

Teachers as well as pupils would do well to adopt, as a rule of conduct, his wise counsels. I would read striking passages; such as—

"Give thy thoughts no tongue
Nor any unproportioned thought his act.
Be thou familiar, but by no means vulgar.
The friends thou hast, and their adoption tried
Grapple them to thy soul with hoops of steel;
But do not dull thy palm with entertainment
Of each new-hatched unfledged comrade.
Beware of entrance to a quarrel; but being in
Bear't that the opposed may beware of thee.
Give every man thine ear, but few thy voice;
Take each man's, but reserve thy judgment:
This above all, to thine own self be true;
And it must follow as the night the day,
Thou canst not then be false to any man."

There have been many objections to the introduction of fiction into our libraries; but what exercise is to the body, fiction is to the mind; so I would have the standard authors in my library. By standard authors, I do not mean such writers as Mrs. Southworth, or Mrs Holmes; but Dickens, Scott, Kingsley, Cooper, Stow, Thackeray, Trollope, Alcott, Whitney and Phelps should have a place in my library. I

would read choice selections from Bulwer. In "Last Days of Pompeii" we find so many word pictures of the Romans, and early Christians, their manners and customs, the villas and temples on the blue Sarnus murmuring through the orchards and vineyards of Campania, all the horrors of that awful day when the earthquake rolled his car through the carvens of the earth, and the "Hill of the Parched Fields" awoke from sleep of centuries bringing woe and desolation to the "Cities of the Plain"

As few people read novels for anything but the sentiment which centers round the plot, it should be the teacher's work to bring to the pupil's notice to the underlying evils or principles which the author designs to expose or teach. Superficial readers do not appreciate deep novels because they cannot penetrate into the depth of the author's design, his skillful delineations of character, and cutting satires on manners and men. This lack of appreciation is not always caused by lack of mental acumen, but because the perceptive faculties have not been sufficiently cultivated. If one have a well-stored library at hand, it is a good plan to require the pupil to read at least one book a week, to give an oral criticism, or to make the book the subject of a written essay. This is a good exercise for higher classes, and the teacher would better select the book. The exercise exercise may be varied by the teacher reading aloud and requiring each pupil to criticise. I have known pupils to seize upon points which I had failed to notice. Try it, fellow teachers, and you will be surprised at the result. There will be timidity at first to encounter, but kindly commendation from the teacher, with judicious assistance, will grad-

ually overcome difficulties, and make the exercise such a source of amusement to both pupil and teacher that

"The cares which infest the day
Will fold their tents like the Arabs,
And as silently steal away."

REFLECTIONS ON CYCLOPÆDIAS.

In these times, when knowledge on all subjects has been greatly increased, and common people must needs know many things that the learned never thought of a century ago, dictionaries and reference-books have come to be a prime necessity for every intelligent man. The morning newspaper, the evening call, or the casual conversation will start questions in science, in history, in geography, which can be answered only at great cost and by long and laborious research if original authority must be consulted. One must needs have always within reach a collection of answers to new questions, classified, complete, and reliable enough to meet the demands of every day and every position in life. A good cyclopædia which takes in the whole circle of human knowledge, which shall be clear, concise, and an authority on each subject treated, has become indispensable.

There are many of these works being pressed on public attention, some of them very valuable and well adapted to this or that class—some which are foreign reprints from obsolete works and not adapted to this age or country. One or two are miserable frauds, made up of a hodge-podge mass of matter stolen from old works or transposed from new ones by unskilled hands, and are a tissue of blunders, treating subjects in a brief and insufficient manner, and omitting thousands of subjects which properly belong to a cyclopædia. There is also a class of works which relate to forms of law, business, etiquette, etc., more generally known as self-instructors, bul often misnamed cyclopædias. Of this

latter class the public have had a glut for a year or two. It is of the three great standard cyclopædias we propose to speak more particularly.

The *Britannica*, a book of imposing appearance and colossal proportions, claims the first rank. The plan of publishing this work is to drag it through a long term of years, one volume at a time, so that when the last volume is published the first volumes are filled with information which is largely obsolete or worthless. The ninth edition is now dragging its slow length along to make room for the first volume of the tenth, which will follow the twenty-first, twenty-second, or twenty-fourth, or whatever may be the last number of the present edition. These editions, when they have accumulated in some old library, resemble some of the old castles of the country from which they emanate, showing the workmanship and architecture of each preceding age. When we look through these volumes we find them very largely made up of a collection of learned treatises relating to comparatively few subjects, the authors confined almost wholly to the British Isles; subjects treated at great length and in an exhaustive style, but filled with technical and scientific terms not comprehensible to the average reader—useful only to the specialist in the particular department of science being treated; articles of great merit and of very great value to a small percentage of the reading public. Outside of its specialty the work is a compilation of facts and topics neither full nor reliable, and in no sense better than its lesser rivals, and notably deficient on American subjects of history, geography, biography, law, and thousands of miscellaneous facts of interest to the general reader. It is, in short, a British cyclopedia written in the style of a past age and for the non-progressive, conservative class of liter-

ary people who like to make a show of their learning, and not a ready book of reference or of practical use to the busy man, as hundreds have learned to their cost.

The *American Cyclopœdia*, another of the trio, an improvement on this pretentious foreign work, has the merit of being written in clear, comprehensive English, and covering a large field, particularly on subjects of interest to the American public, and has, in the past, been an aid to the scholar, the business-man, the mechanic, and the schoolmaster in the distribution of useful knowledge. To-day this work needs a careful revision in every department. It was made from twenty-five to thirty years ago, when such a work, no matter if not made with the utmost care, was a great improvement on those foreign works which treated America as if it was only a colony and nearly unworthy of mention; the lapse of time, the progress in the arts, in literature, the demand for exact information, make it necessary that reference-books must be something more than mere compilations, and that information shall be late, full, and reliable. A revision of this work was attempted some years ago, but was hurriedly done, and at best a piece of patchwork, leaving the work in such an imperfect and faulty state that many prefer the old to the present work. There is one fault which is common to its voluminous rival: it has a small page with wide margins and comparatively small number of pages to a volume, making it a work of sixteen volumes, when it could easily have contained the same subject-matter in eight volumes, which would have reduced the cost one-half and made it a much more convenient book of reference.

JOHNSON'S NEW UNIVERSAL CYCLOPÆDIA, the latest of the trio, is made on an entirely different plan. This *Cyclopœdia*, under the chief editorial charge of the distinguished

American scholars, Pres. Barnard of Columbia College, and Prof. Guyot, the eminent Swiss naturalist and geographer, is an entirely original work, both as relates to its plan and its subject-matter, and even in the structure of its articles. These eminent scholars conceived the idea of dividing the work into thirty-one departments, placing at the head of each a responsible editor, who should have sole charge and be responsible for the manner in which the work was done. A systematic course has been employed in its construction throughout, the aim having been to cover a much wider field in science, literature, and art, and to make the work an authority on each topic treated. The most eminent specialists, both in Europe and America, have been employed as contributors to its pages. It will be found to answer more questions in its biographical, historical, geographical, chemical, medical, and mechanical departments than any work of the same character. It will be found very full on American subjects, and to contain more and better information than can be found in an ordinary library of one thousand volumes, and as ready a book of reference as Webster's Dictionary, and to hold the same relation to the facts of history, science, literature, and miscellaneous subjects which that work holds to words. It being set in smaller type and on a larger page, with more pages to the book, it contains more type-matter in eight volumes than the *American Cyclopædia*. A careful examination of the three works will show that "Johnson's" contains later and more full information, and is a better authority on the subjects treated, and in much more convenient form, than either of the others.

It is kept up to date by biennial supplements, furnished at actual cost—which is comparatively small—thus mak-

ing it as good as new ten or twenty years hence, and doing away with expensive and cumbrous annuals. A. J. Johnson & Co., Publishers, 11 Great Jones Street, N. Y.

WHAT EMINENT MEN SAY ABOUT IT.

Hon. A. R. Spofford, LL.D., Librarian of Congress, says: "Johnson's Universal Cyclopædia is a work which is found in the Library of Congress to answer more questions satisfactorily than any other work of reference."

Hon. John D. Philbrick, LL.D., the famous educator, says: "It seems to me it is a work which every scholar must desire, and at the same time it is just such a book as I should like to see in every household. In a word, it is a genuine treasury of science and knowledge, which I wish might be put within the reach of every American capable of reading."

Hon. Robert Toombs, LL.D., Ex-U. S. Senator from Georgia, says: "Johnson's Universal Cyclopædia is the best and most useful one I have ever examined, although I have used both English and American cyclopædias for many years. I consider it almost indispensable to any family of educated persons."

Hon. Alex. H. Stephens, LL.D., said: "Johnson's is by far the cheapest as well as the best cyclopædia extant."

From Hon. L. Q. C. Lamar, LL.D., U. S. Senator, etc. "I have given Johnson's Cyclopædia the test of several weeks constant reference on a wide range of subjects. The result has been satisfactory far beyond anticipation."

The eminent Boston clergyman, Rev. S. E. Herrick, says: "So complete a *multum in parvo* as Johnson's Uni-

versal Cyclopædia I think I have never seen. It is a veritable university. All the faculties are here, and all on duty. It is thoroughly up to the times. The latest discoveries, the newest inventions, the freshest presentations of scientific questions, are all here. You cannot catch it napping. To have it at one's elbow is to have at one's command the advantages of an immense library, without its inconveniences. As a saver of time it must soon pay for itself."

"Chamber's" and the "People's" will be discussed in a later issue.

WHY WE DO NOT LIKE THE TEACHER.

READ BEFORE THE TEACHERS' INSTITUTE AT VACAVILLE, SOLANO COUNTY, CAL., OCT. 2, 1884, BY T. J. MIZE.

Concluded.

There is John Jones, who is very bright in general matters, but in his books he is as stupid as that pretty girl thinks I am.

W.—How do you account for his stupidity?

F.—Well, his parents do not see to his being at school regularly, and consequently, from day to day, he finds himself more and more muddled, from missing some of his recitations; and he has become somewhat discouraged from finding the others answer more readily than he can. Then the teacher, being provoked on account of his irregular attendance, has spoken to him in such a manner as injured his pride, and from continual abuse from the teacher he has become hardened and reckless, and now cares but little whether he learns or not, and as he is continually turned back, and as the teacher takes no interest in him, he has come to the conclusion he cannot learn.

W.—Do you think he could be brought out yet?

F.—Yes. If the teacher would pay less attention to those who can always recite their lessons well, and show him how to learn the facts and not to commit the words to memory, he might become the brightest in school. The teacher should fly into a passion and storm out, "There is no use trying to teach you any thing. You are duller than an Egyptian mummy, and I might as well spend my time in endeavoring to reanimate a mummy as to waste my breath upon you. You

cannot keep up with this class, and you should be put back into a lower grade."

Such a teacher is a fit subject for the wiles of a Rodin, to be indulged in his own lusts until they consume him.

The next in the class is called upon to recite. This is a very amiable young lady, who is ready, and as regular in attendance as the teacher himself, and has nothing to do at home but get her lessons, and is, of course, always ready with an answer, and with a beautiful smile upon her cheeks, and with love and truth sparkling in her intelligent eyes, she, in her rich, silvery tones, repeats the lesson, word for word, as carefully and as correctly as though she had the book spread out before her.

Of course, she is complimented and the text-book criticized, while that poor sinner, who needs the teacher's aid and attention, is left in disgrace to conceal his head beneath his shell, as a stray tortoise would, were he charged upon by a gang of unmerciful dudes.

The fact of the business is, that many of the teachers now in the public schools are no more fitted for the profession they follow than the common hog-herder is to enter the political arena and instruct the people in the best forms of civil government; and yet they maintain their positions as instructors of the minds that in the near future are to become the rulers of the State.

To illustrate the unfitness of the instructors of our youth, I will read a clipping from the San Francisco *Chronicle* of August 30th, 1884, in regard to the San Francisco schools:

"In 1880 there were 200 second grade certificates raised to the first grade without an examination. State Superintendent Welcker refuses to recognize these documents as legal first grade certificates.

"The result of this decision is that it will prevent 200 teachers now employed in the grammar schools from holding their positions without first securing a first grade certificate by examination; and, second, that it turns them out of the department, because they have no certificates qualifying them to teach in the grammar grades.

"Mr. Moulder said he appealed in vain to Welcker not not to make his decision retroactive, but that official refused to grant this request. So Moulder said, 'I'll ask them, only, how much two plus two are, and if they are able to answer that, I'll give them a first grade certificate.' And this plan was agreed to by the committee, although such an examination is a violation of the law."

There should be an examination which would test the real qualifications of the teachers, but foolish puzzles should not be indulged in, for teachers are born, not made. They may be well educated, but the capacity for imparting instruction is a gift of Nature, and neither college walls nor college halls, however proficient the professors may be, can prepare one for the position of teacher whom Nature has not endowed with the capacity for imparting instruction. The teacher who would control his pupils properly must have a nature sympathetic with all the desires and inclinations of his pupils, that it may be truly said that although they bend him yet they obey him.

It will not do to lay down a particular rule by which all must be governed, any more than it will do to plant, prune and cultivate all kinds of trees, vines and plants in the same manner; for as the careful orchardist clips from the peach tree the very spurs which would be carefully left, were it only an apricot tree; so, also, must the careful teacher eliminate or curb the desires of some pupils, while he would

cherish and cultivate the same in others; and to be able to do this, the teacher must be able to read the character of the pupil as he would the page of the book that is open before him, for "the greatest study of mankind is man."

There are many teachers who will not let their classes advance beyond a given point, and having reached that point, back they must go and travel in the old ruts again and again.

W.—Why?

F.—Because, after advancing beyond a given branch, the school becomes a higher grade and leaves the small teacher, like the small bark, at the mercy of the sea, to be tossed, mercilessly, hither and thither high in air, only to be the more deeply engulfed in the fathomless mysteries of the troubled waters.

The inefficient has not the mental capacity, or the intellectual culture, sufficient to take the pupil by the hand and lead him, step by step, higher and higher up the hill of knowledge, and stand him on the pinnacle of learning which will enable him to step to the next higher sphere, which will lead him on to literary and scientific fame.

W.—Hold on, you frighten me! That is all very true; but pull out some of your feathers, that you may not soar so high, for really I began to think you had forsaken this mundane sphere and taken up your abode among the little stars. Return once more to earth, ethereal bird, and answer me. Are the teachers alone the ones who are to blame for the want of advancement by the pupils?

F.—No, sir. Many of the school boards are scarcely up to a reputable standard in point of intelligence, and nearly all of them are neglectful of duty and cater to the whims of some rattle-weeded or man or idiotic old woman, and thus

they work injustice to the teacher and injury to the pupils. A good trustee is one who will be very careful in the selection of a teacher, and in that selection will obtain a good, thorough scholar, with sufficient acquaintance with his mother tongue that he may be able at all times to express his thoughts so fully and so distinctly that any one who is not a regular numbskull can readily grasp the idea he intends to convey; and having selected such a teacher, will compensate him with such a salary as will encourage him to put forth his utmost capacity for imparting instruction, that the pupils may obtain all the information that is necessary for their advancement in their studies.

The trustee should stand by the teacher in all that is right, and let him know that his position is not like the tidal waves of the ocean that come and go, but, like the eternal hills, shall stand permanent, till the trickling streams of corruption have worn the moral principles away and destroyed the heart; or till the dotage of age shall deprive him of future usefulness. Then, and not till then, will our public schools be what they should be; and then will we not only like our teacher, but look to him as our friend, our guide and protector in that which is noble, pure and good.

PREAMBLE.

As every book should have a Preface, not to be read, so, also, should every writing have a Preamble, to be read at the end, to explain what has been written; for in an audience like this, with such high intellectual culture, the body of the paper, as a matter of course, will receive no attention, and if the subject and conclusion are noticed at all, the reader may deem himself highly flattered.

For during this Institute, which costs the county only

the paltry sum of about two thousand dollars a year, the teachers can afford to sleep their time away, or read an interesting novel, or, perchance, make a little fancy work while waiting for the brazen-countenanced bores to finish their prosy harangues, and in their own minds think themselves blessed with master intellects.

I have herein endeavored to point out a few of the prominent reasons why pupils do not like the teachers; and have also tried to rest the blame where it should fall, and if, in my manner of expressing myself, I have succeeded in most thoroughly boring you; or have made you long for me to be called to time; or if I have not annoyed you; or if I have not drawn your attention from your fancy work; or if I have not disturbed your more sober meditations, but have let you doze off into pleasant, silent dreamland, then I have accomplished my desire in full and am in fashion. . .

The two boys represented as speaking were not good boys, and consequently lived to miserable, wretched old age. One became an interviewer of high officials and foreign visitors for the S. F. *Chronicle*, while the other, in his legal lore and general intellectual culture, overshadowed General W. H. L. Barnes.

The pretty girl rejected all suitors until she was old and ugly, and was obliged to follow school-teaching for a livelihood.

The trustees all repented of their former evil ways, paid the teachers high salaries and made their positions perpetual.

Then the pupils were all happy, and all were more pleased with the teachers than they were with their striped backs.

SEX IN MIND AND EDUCATION.

This interesting book is by Henry Maudsley, M. D. C. W. Bardeen, publisher, Syracuse N. Y. "School Room Classics Series." Price 15 cents. This little book should be in the hands of every American mother. The following extract explains its purpose and is a fair example of the vigorous style of the author. No false modesty should forbid the discussion of the vital questions so ably considered in this work. A small volume, entitled 'Sex in Education,' which has been published recently by Dr. Edward Clarke, of Boston, formerly a professor in Harvard College, contains a somewhat startling description of the baneful effects upon female health which have been produced by an excessive educational strain. It is asserted that the number of female graduates of schools and colleges who have been permanently disabled to a greater or less degree by improper methods of study, and by a disregard of the reproductive apparatus and its functions, is so great as to excite the gravest alarm, and to demand the serious attention of the community. 'If these causes should continue for the next half-century, and increase in the same ratio as they have for the last fifty years, it requires no prophet to foretell that the wives who are to be the mothers in our republic must be drawn from transatlantic homes. The sons of the New World will have to react, on a magnificent scale, the old story of unwived Rome and the Sabines.' Dr. Clark relates the clinical histories of several cases of tedious illness, in which he traced the cause unhesitatingly to a disregard of the function of the female organization. Irregularity, imperfection, arrest, or

excess, occurs in consequence of the demand made upon the vital powers at times when there should rightly be an intermission or remission of labor, and is followed first by pallor, lassitude, debility, sleeplessness, headache, neuralgia, and then by worse ills. The course of events is something in this wise: The girl enters on the hard work of school or college at the age of fifteen years or thereabouts, when the function of her sex has perhaps been fairly established; ambitious to stand high in class, she pursues her studies with diligence, perseverance, constancy, allowing herself no days of relaxation or rest out of the school-days, paying no attention to the periodical tides of her organization, unheeding a drain 'that would make the stroke oar of the university crew falter.' For a time all seems to go well with her studies; she triumphs over male and female competitors, gains the front rank, and is stimulated to continue exertions to hold it. But in the long run Nature, which cannot be ignored or defied with impunity, asserts its power; excessive losses occur: health fails, she becomes the victim of aches and pains, is unable to go on with her work, and compelled to seek medical advice. Restored to health by rest from work, a holiday at the sea-side, and suitable treatment, she goes back to her studies, to begin again the same course of unheeding work, until she has completed the curriculum, and leaves college a good scholar but a delicate, ailing woman, whose future life is one of more or less suffering. For she does not easily regain the vital energy which was recklessly sacrificed in the acquirement of learning; the special functions which have relation to her future offices as woman, and the full and perfect accomplishment of which is essential to sexual completeness, have been deranged at a

critical time; if she is subsequently married, she is unfit for the best discharge of maternal functions, and is apt to suffer from a variety of troublesome and serious disorders in connection with them. In some cases the brain and nervous system testify to the exhaustive efforts of undue labor, nervous and even mental disorders declaring themselves."

OUR PUBLIC SCHOOLS.

BY H. C. BROOKE.

At the present writing there are sixty teachers employed in the county. Of these, eight teachers hold life diplomas for ten years experience; five hold educational diplomas over five years; thirteen first grade certificates, and thirty-four second grade. Of these teachers, eleven are graduates from the California Normal School; two from Normal schools of other States—Ohio and New York. Certificates received upon examination before our County Board, thirty-eight; certificates issued upon miscellaneous papers—mostly in former years—nine. There are thirteen teachers who were graduates from our San Bernardino Grammar schools—two first grade, eleven second grade.

As to our standard of qualification: As before intimated, we require a thorough knowledge of the elementary studies, arithmetic, grammar, orthography, composition, geography, and history of the United States. We require that at least 50 per cent. of the questions in each one of the first three must be answered, to entitle the applicant to any certificate. I will give the questions at the last examination; they are a pretty fair sample of the questions given, not only by the Board of San Bernardino, but by the Boards generally throughout the State:

ORTHOGRAPHY.

To-morrow, scintillate, prophesy, apparition, coffer-dam, sconce, cotyledon, debris, infallible, fossil, sciatica, isosceles, flaccid, sacrilegious, bronchitis, battalion, lacquer, syl-

logism, lilies, silhouette, ecstacy, lachrymose, phlox, dishabille, cognac, polyglot, auxiliary, caisson, statistician, deficit, celibacy, tyrannical, beryl, mediocre, vermilion, chrysalis, cyanean, epitome, vacillate, scissure, halibut, periphery, seneschal, retiary, eccentric, indigenous, termagant, resuscitate, caoutchouc, cynosure.

WORDS IN PAIRS.

Sutler, subtler; straitened, straightened; cereal, serial; calender, calendar; censual, sensual; cash, cache; tonsil, tonsile; lean, lien; carat, carrot; gorilla, guerrilla.

TO MARK THE DIACRITICAL MARKS OVER VOWELS AND CONSONANTS.

Balkan, conform, gerund, irksome, scissors, rudeness.

PROPER NAMES.

Asuncion, Guadalajara, Winnipiseogee, Vallejo, Willamette, San Joaquin, Schuylkill, Hawaii, Nucces, Murfreesboro, Chautauqua, Chantilly.

ABREVIATIONS.

A. O. U. W., Ph. D., S. U. D., S. T. D., D. C., M. N., amalgamation, Bachelor of Laws, Keeper of the Seal, Madame, manuscript, from the beginning.

ARITHMETIC.

1. Analyze the following numerical word: 7645. Of how many places does the greatest numerical word that we can write consist?

2. If Pekin is 118° east and San Francisco 122° west longitude, what is their difference in time?

3. John and Silas can do a piece of work in 14 days John can do three-fourths as much as Silas, in how many days can each do it?

4. If four-fifths of an article is sold for what one half of it cost, what is the loss per cent?

5. The sum of two numbers is 7560, and four times the first equals five times the second; required, the numbers.

6. A and B form a partnership; A contributes $1700, and is to have $\frac{2}{3}$ of the profit. B contributes $700, and is to have $\frac{1}{3}$ of the profit. Each partner agrees to receive or pay interest at the rate of six per cent. per annum for any excess or deficit in his proportionate share of capital. At the end of the year the profits are $600. How much has each gained?

7. If 5 men mow 32.2 acres of alfalfa in 6 days, how many men will mow 417.6 acres in 12 days?

TOLL THE BELL.

BY GEORGE K. CAMP.

I.

Toll the bell, the iron-throated
Bell dispairful!
Let its tidings be out-floated,
Sad and prayerful,
From each spire and dome, and steeple
As a warning to the people,
As a voice from heaven sped!
As a note of tender pity
From the sorrow of the city
Of the dead!

II.

Toll! and may its melancholy,
Deep and solemn,
Crush the heart's incessant folly
As a column!
May its clamor, far outreaching,
More than weary wastes of preaching
Peal at Pleasure's shrine,
Ever calling, and enthralling,
With an eloquence appalling,
Terrible, divine!

III.

Yesterday the clay was glowing,—
Now' tis ashes.
And the cup of Fate, o'erflowing,
Grimly dashes
On the vital spark its wave,—
Gloomy wave which ever lashes,
And in sullen silence dashes
On its shore, the Grave!

IV.

Ah! to live is oft to languish
And repine
Since around our dreamings anguish
Must entwine!
And the pale thing named Hereafter
From the dimpled lip of Laughter
Sweeps the summer bloom;
While, before his cold eye, Pleasure,
Casting down love's beaded measure,
Totters to the tomb.

V.

Toll, O, Sexton! let thy muffled
Dirge begin,
For another soul hath shuffled
Off its sin!
Toll, O Sexton, warped and bended,
From the dead old years descended,
Toll thy monody!
For the next wild note that clashes
Over mute, dismantled ashes
May be rung for thee!

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: Yours of the fifth is at hand. In reply thereto I have to say that though the method of conducting the election is the same in both cases, the election provided for in Art. XIX Polit. Code (p. 34 School Law) is to determine the question as to whether a "*tax shall be raised* to furnish additional school facilities for the district, or to maintain any school in such district, or for building one or more school houses," etc. In this instance, when a *majority* vote "Tax—Yes," the tax must be levied.

The election provided for in Sec. 1880 Polit. Code is to determine the question as to whether "*bonds shall be issued, and sold,* for the purpose of raising money for building or purchasing one or more school houses in such district," etc. In this last instance two-thirds of the votes cast at the election must have been "Bonds—Yes," in order that they might be issued. As your election is for bonds, two-thirds must vote therefor.

GENTLEMEN: In reply to your communication of this date I have to say: That, in my opinion, you have power, under Section 1775 of the Political Code, to renew Certificates previously granted by the City Board of Examination of Sacramento City; and that the County Superintendent must, upon the order of the County Board of Education,

issue temporary Certificates, valid until the next regular meeting of said Board, to persons holding Certificates of like grade granted by the Sacramento City Board of Examination.

DEAR SIR: The opinion has been expressed by this office, by Ex-Attorney-General Hart, when in office, and by Attorney-General Marshall, now in office, that the County Superintendent of Schools is entitled to compensation for his services as a member of the Board of Education in his County, in addition to his salary as Superintendent. In most of the Counties the Supervisors, recognizing the fact that the salaries of County Superintendents are wholly inadequate to their services, have paid them additional sums for their services as members of the Board of Education. Most of these salaries were fixed by Statute years ago, when the population of the State was very small. The provision of the Constitution providing that the compensation of certain officers shall not be increased during their term of office, does not affect the members of the County Board of Education, for they are not included amongst the class referred to. The opinions of Attorney-Generals Hart and Marshall are found in the June number of the *Pacific School Journal* for 1883.

DEAR MADAM: The County Board of Education has not the right to issue temporary Certificates upon Certificates of like grade issued in other States.

DEAR MISS: A contract need not be written; a verbal one, duly proven, is just as binding. But a Board of Trustees act by the vote of the majority at a session duly called. Unless this took place in your case, I fear it would be use-

less to sue. Your case seems hard, and I regret not being able to give you more comfort.

DEAR SIR:

1. From the balance left after an eight months' school, the building of a school house can be paid for, if the money is due before the expiration of the fiscal year, and it has become "a claim against the district outstanding." And so of fences and furniture.

2. No indebtedness incurred in one fiscal year can be paid for out of revenues provided for another. (See Section 18, Art. XI. State Constitution.) Consequently the census taken in May, 1884, cannot be paid for out of County apportionment of the present school year.

3. The greater part of the suggestions of the Convention of County Superintendents have been, at my suggestion, adopted into Senate Bill 247.

GENTLEMEN: In reply to your communication of this date, permit me to say: That City Certificates, renewed by the County Board of Education, have the same force and effect after renewal that they had before they were renewed. Those who hold these Certificates are entitled by them to teach in City schools only. The powers of City Certificates are neither increased nor diminished when they are renewed.

OPINION RENDERED BY ATTORNEY-GENERAL HART WHEN IN OFFICE.

DEAR SIR: I have under consideration your inquiry relative to the claim made by the County Superintendent for repayment of such sums as he necessarily pays out in traveling expenses, etc., while visiting the schools of his County,

and now beg leave to submit to you my opinion thereon. I find, upon examination, that the salary of the Superintendent of Schools of ——— County is fixed by a special act of the Legislature, found in Statutes 1875–1876, page 592—the section applicable, reading as follows: "The School Superintendent shall receive an annual salary of $600, which shall be in full for all services rendered by him, his deputy and assistants." It will be noticed that the salary above provided for is to be for the *services* of the Superintendent. The law makes it a part of his official duty to visit every year the schools within his county, and such official duty cannot be performed without, of necessity, some expenses being incurred, and I am at a loss to understand how the Superintendent will receive six hundred dollars for his *services*, if he is compelled to pay out that sum, or a large portion of it, in the necessary expenses of his office. In my opinion, the necessary expenses incurred by the Superintendent in visiting the schools is as much a proper charge against the County as are stationery, lights, fuel, etc., for his office. In fact, as I view it, the Board of Supervisors of the County could, with as much consistency, refuse to furnish the Superintendent an office room as to refuse to allow him his necessary expenses incurred in visiting the schools of the County. I have the honor to remain

Yours, respectfully, H. L. HART,
Attorney-General.

EDUCATIONAL FACILITIES OF LAKE COUNTY.

Much has been said about the desirability of Lake county as a place in which to invest capital, as the future Rhineland of California, and as the sanitarium of the world; but the educational facilities of this gem among California counties has been but lightly touched upon.

We doubt not but that many have been prevented from coming to our mountain-bound county by the thought that their children must necessarily grow up in ignorance. We are happy to inform all such that nowhere in the State, so far as our experience goes, is there a class of people who take greater interest in educational matters and in the standing of its schools for thoroughness and efficiency; and in the qualifications of its teachers Lake county will rank with any interior county of the State.

It is true that many of our school districts are as yet sparsely inhabited by people, who have but commenced to build up homes; yet, even in these outlying school districts, owing to our most excellent school system, there can be eight months school in each year, taught by teachers of experience.

It has been truly said that the school-houses of a community are an index to the intelligence of the people and to the condition of its schools. We are willing to accept this as a test, and point with pride to the neat, commodious school-buildings of our county. Prominent among these are the school-buildings of Lower Lake, Lakeport, Upper Lake and Kelseyville, while there is scarcely a county district in which there is not a good school-house with a well selected library and furniture of the latest pattern.

Lake county is also well supplied with private schools.

At the head of these stands Clear Lake College, J. A. Kelley, A. M., President. This institution, located at Lakeport, was founded by Prof. Kelly some ten years ago. Special attention is paid to a thorough training in the classics and sciences. At Lower Lake is located the Mountain Institute, Mrs. A. Lowe principal. This institution was founded in 1883, and affords excellent opportunities for young ladies and gentlemen to prepare for teaching or for admission to the State University or any of the Colleges of the State. The Mountain Institute supplies a want long felt by the people of Lake county—a school going beyond the public school course, in fact, taking the place of a High School. At this school, those who wish to give their sons and daughters more than a common school education will find special advantages, and students who desire to pursue a special course will not, as in the public schools, be compelled to take a half dozen other studies at the same time. We predict, that under the efficient management of the thoroughly competent lady principal, efficiently assisted by Prof. O. T. Boardman, it will prove a success.

There are also an Academy and a Kindergarten at Lakeport. The former is taught by Prof. Overholtzer, and the latter by Miss Thompson, daughter of J. D. Thompson.

Situated midway between the overheated malarial plains of the Sacramento Valley, and the Coast with its piercing winds and dense fogs, Lake county possesses a climate free from malaria, subject to neither the fierce northers of the great interior valleys, nor the chilling winds of the Coast. With all these advantages, and with schools equal to the best, Lake County is certainly one of the few places where the mind can be trained without the risk of impairing the health, and is destined to become the educational center of California.—*Lower Lake Bulletin.*

EDITORIAL DEPARTMENT—VICTORY AT SACRAMENTO.

At the late session of the Legislature an attempt was made to abolish the official organ of the State Board of Education. Senate Bill 247 was practically a reproduction of existing School laws, with certain additions and amendments. While it was on its second reading a member moved to amend by striking out subdivision 12 of Section 3. This is the clause authorizing the State Board to create an official organ. The friends of the CALIFORNIA TEACHER, who comprised the great majority of the Senate, unaware of the import of the amendment, allowed it to slip through, and so the bill went to the Assembly. At this point the fact came to the notice of the journal proprietors for the first time. Of course a pilgrimage to Sacramento was the result, and although only two days remained to explain the equities to members of the Assembly, the TEACHER was vindicated by the overwhelming vote of 63 to 12. But the results reached farther. Senate bill 247 was a just and wise law, as originally introduced. But so great was the indignation of the Assembly at the unmanly, sneaking assault on the equities of the proprietors, at the villainous attempt to introduce politics into a strictly school question, and at unseemly aspersions made by bilious wire-pullers on the State Board of Education that, not content with amending the bill, it was summarily strangled to death.

We take the liberty of asking Mr. Albert Lyser why he failed to smile about eight o'clock on Thursday, March 5th. We extend him our sympathy as delicately as possible for the discomfiture of his beautiful "dog in the manger" scheme. We also express a charitable hope that his stay in Sacramento during nearly the whole session, for no other or better purpose than to defeat the CALIFORNIA TEACHER, was not too great a drain on his finances.

BOOK NOTICES AND CLIPPINGS FROM THE REVIEWS.

ROMER, KING OF NORWAY; and Other Dramas. By Adair Welcker. In the last number of the TEACHER we printed a notice forwarded by Peterson Bros., the Philadelphia Publishers, to the effect that a work of a humorous character (Snob Papers) by Adair Welcker is soon to appear. We have now to note the publication of a series of dramas from the same industrious pen. Several of these dramas have already appeared in the TEACHER and have elicited universal admiration. Now that they have made their appearance in book form, doubtless many of those who have read them in this journal will be glad to purchase them for their libraries; all who so desire should address the author at Sacramento. Price per volume $1.50, sent prepaid on receipt of same; when 5 or more copies are ordered, they will be sent to book-sellers at $1 per copy. The author thus speaks of the work in his preface.

As for censure, if it is bestowed upon works, and they cannot stand it, let them die; and if it is bestowed upon myself, I can stand it; for, as I have said before, the hour is passed when I could have been affected by the world's censure or its blame; and whether the judgments of the world are various, or unanimous, for or against, I am satisfied.

The works, however, are written for another purpose. Whatever their merits or demerits, they have in them some of those sentiments that belong to our race, and the humble hope of the writer is that they have been put into such a shape that they will take part against wrong, and wage

war for the right—for this should be the end and aim of all writing."

The *St. Nicholas*—a magazine for young folks—now in its twelfth year, still holds the position that was accorded to it on its first appearance—that of the leading periodical for young folks in the world. It has been called "the king of all publications for the young"—"the children's magazine *par excellence*"—"the best child's periodical in the world" (John G. Whittier), "the prince of publications," etc., etc. And not only are the boys and girls interested in it, but their elders find much to hold their attention within its eighty monthly pages. The *Methodist* says of it: "'St. Nicholas' is a source of delight to all boys and girls, while older people, into whose sight it comes, will find it difficult to keep their hands off it." In the limits of this page we can present only a few of the serial features. Prominent among these is "Driven Back to Eden," an illustrated serial story, by E. P. Roe, author of "Barriers Burned Away," "Opening of a Chestnut Burr," etc., showing how a city family, inhabitants of a "flat," were led to move into the freedom and healthier life of a country home, and how the boys and girls all became farmers on a small scale. This promises to be one of Mr. Roe's best stories, and will be of real use to country boys and of great interest to the less fortunate ones whose homes are in the cities. It began in the February number. "Among the Law-Makers, or Recollections of a Boy-Page in the U. S. Senate," one of the most fascinating series of papers that have ever appeared in "St. Nicholas," of interest alike to young and old, being the truthful story of a boy who was for a long time a Senate-page, containing chapters of anecdotes and of information, "How Representatives are Elected," "How Congress is Opened,"

"The Majesty of a Senate-page," "How the Laws are Made," "Anecdotes of Congressmen," "Secret Sessions," "Counting the Electoral Vote," etc., etc. The March number contains chapters on "Close of a Congress," and "Inauguration Ceremonies at Washington," being an account of the inaugurations of Presidents Grant and Garfield, with several illustrations, and the story of the ceremony of the first inauguration of George Washington. The March "St. Nicholas" contains also the first installment of a series of illustrated papers, "The Children of the Cold," by Lieut. Frederick Schwatka, in which the writer, who has had so much experience in Arctic regions, will tell how the little Eskimos live, what they eat, what they sleep on, how they play, how they hunt, etc., etc. This series will be complete in six papers, and all of them will be profusely illustrated. In addition to the above, there are now appearing in "St. Nicholas," "His One Fault," a serial story by J. T. Trowbridge; "Personally Conducted," illustrated papers on Europe, by Frank R. Stockton; "Historic Girls," illustrated papers by E. S. Brooks; "Ready for Business," suggestions to boys about to choose an occupation; "The Progress of Invention," descriptive papers by Chas. E. Bolton; "A Garden of Girls," short stories by Louisa M. Alcott, and others; "Art Work Young Folks," practical papers by Chas. E. Leland; "Tales of Two Continents," by H. H. Boyesen: "Talks for Young Folks," by "H. H.," etc., etc. Subscriptions to "St. Nicholas" may begin at any time. Price, $3.00 a year; 25 cents a number. Single numbers are issued about the 25th of each month, and for sale by dealers everywhere. Buy the March number. Subscriptions are taken by dealers and postmasters, or remittance may be made direct to the publishers. The Century Co., 33 East 17th Street, New York.

A POPULAR MANUAL OF ENGLISH LITERATURE. In two volumes of over 1,000 pages. Clearly printed on fine paper, and embellished with colored charts, portraits, etc. Price, $2.00 per volume. Containing Outlines of the Literature of France, Germany, Italy, Spain, and the United States of America. By Maud Gillette Phillips.

The plan of this work is original. It is not, as its name might indicate, a selection of the masterpieces of famous authors, but every conceivable item of interest regarding literary lights of all ages is gathered together in this book. The manner of treatment may be seen from the chapter, for example, on Jonathan Swift—first appears his portrait; second, comments on his character by eminent contemporaries —Dryden, Walpole, Pope, etc.; third, a review of his life; fourth, a series of anecdotes in which Swift is the central figure; fifth, a list of his works; sixth, the ablest criticisms on his writings extant. In a word, there is nothing pertaining to his favorite authors that the reader cannot find in this book. It has been prepared for the purpose of serving three practical ends: I. As a School Manual. II. As a Guide to the general reader. III. As a Book of Reference. The Manual aims to present, in a manner at once simple, attractive, and philosophical, a general survey of the historical development of English Literature by dividing it into ten ages, with their respective characteristics—an arrangement exhibiting the successive stages of its growth, and those vital principles which underlie, determine, and explain them. Copies of this work will be sent, postage paid, to any address in the United States or Canada, on receipt of the price. Special terms for examination and introduction, given on application to the Publishers. Harper & Brothers, Franklin Square, New York. For sale by Bancroft, San Francisco.

APPLETON'S CHART PRIMER. D. Appleton & Co., Publishers. N. Y. Exercises in Reading at Light, and Language and Color Lessons for Beginners. By Rebecca D.

We quote from the preface of the author the following explanation of this book:

"A WORD TO THE TEACHER.—The purpose of this little book is to provide more of those elementary exercises so essential in the beginning of learning to read, and more material for those familiar and child-like conversations which are such important aids in establishing a pleasant acquaintance between the teacher and the pupils.

"It is designed for use during the first school days—days especially wearisome to the children and taxing to the teacher. The full-page colored illustrations by Ida Waugh, and Kate Greenaway's ever-attractive pictures, which are presented for Conversation and Color Lessons—the *easy reading-lessons*, which can hardly be read without expression—these, together with the simple cuts illustrative of the reading-lessons, and intended for story-telling by the children, will, it is believed, prove an available and attractive means of exciting the interest and holding the attention of the little ones during these usually trying days."

"Friends in Feathers and Fur"—for young folks, New York. D. Appleton & Co. A handsomely illustrated series of little stories relating to the animal kingdom, by Jas. Johonnot, a tireless worker in the cause of education.

PHILLIPS' HISTORICAL READERS. The History of England, 4 volumes.

We pronounce this, unhesitatingly, the best school history of England ever published. Nowhere have we ever seen the progress of English liberty so clearly traced from

the early days when the Saxon sailors landed on the shores of Britain. A history of England which strongly brings out the stand of the Saxon for representative government touches the great main-spring of English civilization. The author of this series has touched that spring with a master-hand. Published by Boston School Supply Co., 15 Bromfield Street, Boston.

SCHOOL-KEEPING. HOW TO DO IT. By Hiram Orcult. —This is a book which must prove of great assistance to the teacher. The following subjects are treated with clearness and ability: I. Theory and Practice. II. How to Begin. III. How to Govern. IV. How to Teach. V. Physical Culture. VI. Morals and Manners. This book also introduces the teacher to the new subject which is hereafter to occupy a prominent place in the public schools—the study of physiology and hygiene, with special reference to the effects of alcoholic drinks and narcotics upon the human system—and aid him in preparing himself to meet the requirements of the law now in force in five States of our Union, and soon, it is expected, to be the law of the land. New England Publishing Company, 16 Hawley Street, Boston.

THE STANDARD BOOK FOR FRENCH CONVERSATION. A Series of Questions in French upon Scientific, Artistic, Philosophical and Daily Life Subjects. By J. D. Gilliard. D. Appleton & Co., N. Y.

The works of Mr. Gailliard have received the approbation of the French Minister of Public Instruction, and they certainly deserve it, for they are ably prepared. This book is a series of questions in French on various interesting topics, leaving it to the student to frame the answers for himself. The questions are so ingeniously prepared that the

answers quickly suggest themselves in words most of which are furnished by the questions. The book will be found of great value to the young student of the French language.

BOOKS RECEIVED.—"Calisthenics and Disciplinary Exercises." By E. V. DeGraeff. C. W. Bardeen, Publisher, Syracuse, N. Y.

"Normal Language Lessons." By S. J. Sornberger. C. W. Bardeen, Publisher.

AMERICAN MEN OF LETTERS. Edited by Charles Dudley Warner.

A series of biographies of distinguished American authors, having all the special interest of biography, and the larger interest and value of illustrating the different phases of American literature, the social, political, and moral influences which have moulded these authors and the generations to which they belonged, This series when completed will form an admirable survey of all that is important and of a historical influence in American literature, and will itself be a creditable representation of the literary and critical ability of America to-day.

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Margaret Fuller Ossoli. By T. W. Higginson.
Ralph Waldo Emerson. By Oliver Wendell Holmes.

Each volume, with Portrait, 16mo, gilt top, $1.25. Houghton, Mifflin & Co., Publishers, Boston. For sale by C. Beach, San Francisco.

The last of these works has just appeared—Ralph Waldo

Emerson, by Oliver Wendell Holmes. The series is a remarkable one, and its high character is well sustained in this biography of Emerson. The story of the life of that famous thinker, told by his friend hardly less distinguished, cannot fail to attract the attention of the literary world. Mr. Holmes has reached that time of life when he too must ere long join the "silent majority," and in the ample list of his writings we believe that none will take a higher place than this last effort of his matured powers.

AMERICAN COMMONWEALTHS.—The series, so far as arranged, comprises the following volumes:

NOW READY.

Virginia. A History of the People. By John Esten Cooke, author of "The Virginia Comedians," "Life of Stonewall Jackson," "Life of General Robert E. Lee," etc.

Oregon. The Struggle for Possession. By William Barrows, D. D.

Maryland. By William Hand Browne, of Johns Hopkins University.

Kentucky. By Nathaniel Southgate Shaler, S. D., Professor of Palæontology, Harvard University, recently Director of the Kentucky State Survey.

IN PREPARATION.

California. By Josiah Royce, Instructor in Philosophy in Harvard College. Others to follow.

The history of each State occupies a single volume. Each volume, with Maps, 16mo, gilt top, $1.25. Houghton, Mifflin & Co., Boston. For sale by C. Beach, San Francisco

This series, when completed, will form a magnificent

contribution to American history. The growth of each State is here traced with a thoroughness that is impossible in a general history of the United States. It has proved a wise plan to select a native of each Commonwealth to record the rise and growth of his own State. The latest issue—Kentucky, by N. S. Shaler—is a powerful review of the Commonwealth which was the great breeding ground of slavery. The sad celebrity she acquired before the war lends a deep interest to the chapters which treat of Kentucky's stand in the great conflict. We look forward with great interest to the appearance of a volume on California by Mr. Royce. It is a theme worthy of that writer's well-known ability.

The *Atlantic Monthly* for March is an unusually spirited number. Dr. Holmes here definitely opens his "New Portfolio," which is exceedingly engaging. Beside the three serials by Mrs. Oliphant, Miss Jewett, and Mr. Craddock, which continue to increase in interest, there are several papers which are of value to thoughtful readers. The chief of these is a sketch by Clara Barnes Martin, which is called "The Mother of Turgeneff," which gives a curious account of the early influences which surrounded the great novelists, and a strikingly vivid but not altogether pleasing picture of Russian home-life fifty years ago. Two scholarly articles, "Time in Shakspeare's Comedies," by Henry A. Clapp, and "The Consolidation of the Colonies," by Brooks Adams, an almost painfully realistic story by Bishop, called "The Brown-Stone Boy," and a delightful Mexican travel paper, with the grateful title of "A Plunge into Summer," by Sylvester Baxter, complete the longer articles of the number. The continuation of the papers of Madame Mohl must not be forgotten. There are, besides, four really good poems,

and a fanciful litttle article by Edith M. Thomas is so poetical in feeling that it naturally takes its place among the poetry. The usual careful book review and short notices, together with the Contributors' Club (which contains a criticism of Mr. Watts' pictures), close this attractive issue. Houghton, Mifflin & Co., Boston.

When a new drama has proved successful, it is customary for the audience to call the author before the curtain. They have a curiosity to see what sort of man it is that created the play that has amused and instructed them. There is something very much like this in regard to our great newspapers; their editorial utterances are all anonymous, but there is generally a tradition of some half-shadowy personage who has established the journal, given it its character, and constantly directs it; and the public like to have him come before the curtain now and then, to address them in his own person. This Murat Halstead, of the Cincinnati *Commercial Gazette*, has done in the March number of the *North American Review*, to which he contributes an article on "The Revival of Sectionalism." In the same number, Archdeacon Farrar presents his views on "Future Retribution," and Prof. N. K. Davis discusses "The Moral Aspects of Vivisection" in a way that brings together briefly nearly everything that any person of note has said on the subject. Max Muller describes the astonishing ideas of the Buddhists on the subject of Charity, and George John Romanes opens up a great subject with an article on "Mind in Men and Animals." The other articles are one by President Gilman on Titles (chiefly scholastic), one by Judge John A. Jameson on "Speculation in Politics," and one by John W. Johnston on "Railway Land-grants."

"Mining Camps." A study in American frontier government, by Charles Howard Shinn. Charles Scribner's Sons, N. Y. For sale by Bancroft, San Francisco. The author of this work has explored a field which must always be of peculiar interest to Californians. The old mining camps with their romantic scenes are rich in traditions which have entered deeply into California life, and have left an impress upon the character of its people to-day. The mining era of California is an unique episode in history; it stands out a back-ground of romance to our later life, which this writer has treated with graphic power.

"Lamps and Paths." By Theodore T. Munger. Houghton, Mifflin & Co., Publishers, Boston. A series of religious discourses for children, written in a clear, earnest and interesting style. The book would make a handsome edition to a Sunday school library. Appended to it is a list of the reliable religious publications of Houghton, Mifflin & Co.

"Pindar." The Olympian and Pythian Odes, with an introductory essay, notes and indexes, by Basil L. Gildersleeve. Harper Bros., Publishers, N. Y.; for sale by Bancroft. This book is one of Harpers' classical series for schools and colleges. Edited by Henry Drisler, Professor of Greek in Columbia College. It embraces an introductory essay on the life of Pindar, a review of his works, reflection on his thought, style and art, the Olympian and Pythian Odes of the famous Greek in his own language, with a series of able and exhaustive notes.

HALF-TIME IN SCHOOLS.

BY E. EVERETT HALE, IN NORTH AMERICAN REVIEW.

Fifty years ago the business of public education in America had fallen into what was, to say the least, a very unsystematic condition. Its superintendence was left very much to local authorities. Where they were on the alert, it was well managed; where they were indifferent, it was behindhand. When ground was once lost, it was difficult to regain it. On the other hand, when schools were good in any town or neighborhood, there was no immediate reason that their success should improve other schools. Meanwhile, the reputation of the American system of public schools had reached Europe and had interested statesmen and students there. Such an American system then was and is. It may be briefly defined as the system by which every one is educated at the public expense, and in which no one religious communion is permitted to interfere. So striking was its success that the European states, in more instances than one, sent inspectors to America, to study and report upon it, and its success and reasons of enlightened policy led every intelligent nation of Europe to take measures for the introduction of a general system of public education. What was called the Prussian system, and other Europen plans, with the published reports of the European commissioners in America, reacted on America. More than this, the great Western States, as they grew in wealth, did as they always do. They determined to "get the best," and, having white paper to write upon, they were able to establish systematic instruction. The older States also appointed

boards of education and State superintendents, at first with small powers of interference with local boards, but with that power which a central office always has, and of course, with the love of system for which, indeed, such offices and such officers are created. The indifferent towns were driven up by whatever engineering was possible, of statute or ridicule, to the standard of success attained by the towns that had done best, and in each State it was gradually assumed that what was good for one place was good for another. If a certain system of grading and text-books were good for the Twelfth-street school in the city of New York, did it not follow, of course, that it was good for the children of the fisherman at Montaux Point? If public education is a good thing, is it not clear that we cannot have too much of public education?

There are many well-informed persons who are yet ignorant enough to suppose that the somewhat forced revival that led to the "systems" of public education, and to the various superintending boards in this country, was really the beginning of our successes in this time. They are quite mistaken. While the new systems have doubtless wrought great benefits, these benefits have been accompanied by some losses—losses which perhaps may never be regained. The first of these losses is the loss of spontaniety and originality in the teacher. This has been admirably satirized in a brilliant serial story called "The Evolution of Dodd," recently running in the Illinois *School Journal*. "The machine," as the writer of that story irreverently calls it, takes the place of natural methods, adapted by each teacher for each child. Indeed, the first effort of "the machine" is to employ professional teachers who know how to "run with the machine." In old times, every brilliant young man or

woman that had an education better than the average, was apt to spend a few months or a few years in school-keeping. To this hour you may meet people who glow with pride as they tell you that they were under the care of Daniel Webster, or Edward Everett, or Harriet Beecher, or Lucretia Garfield, in those early days when such people were giving the most vigorous years of their young lives to school-keeping. But no teachers of that stamp are asked for now, in the "true system." There are certain methods to be followed which amateur school-masters cannot be expected to understand. At best, such teachers as these only prepared their pupils for life. Now, as Jules Simon said so wittily, "We do not prepare our pupils for life, but for examinations."

Another loss, only second to this, was sustained when the heresy came in, now nearly universal, which extended the school course so that it should cover almost the whole of the year. In the beginning it was not so. Fifty years ago it was understood that a boy or girl had many things to learn besides reading, writing, and arithmetic. Thus, it was understood that a boy must know the use of his hands and his feet. He must know what a bushel of wheat was when he saw it, and how a blacksmith shod a horse. He must know the methods of a town-meeting. He must know how to milk, how to plow, how to cradle oats, how to drive, how to harness a horse, how to take off a wheel, and how to grease an axle. There were ten thousand other things that he must know, of no less importance, not one of which is ever well taught in school. For a girl, it was understood that in average life she must know how to make and mend her clothes, and her brother's and her father's: how to knead, to bake, to stew, to boil, and to roast; how to wash,

how to iron, and how to clear-starch; how to tear a bandage, and how to put one on. There were many regions where she was expected to know how to cut up a hog, and salt his members; how to smoke them for hams; how to preserve fruits and vegetables. Most of these things are taught and learned in schools only with the greatest difficulty. The fathers and mothers of the older generations, therefore, reserved time, away from school, in which the children should learn these things. For study in reading, writing, and arithmetic, they provided three months of "schooling" in winter. They also opened the school for a summer term, and the pupils then came back to their book-study from exercise and experience in other directions.

But the official Superintendents of Education, naturally enough detest this simple and practical question. In the first place, they have their office to magnify. They think the school-room is the most important place in the world, as the blacksmith thinks his forge is,, and the sailor his ship. From the beginning of the "Revival" in American school-keeping, there has been an effort to break up the healthy old system of a winter school and a summer school, and to substitute for it the steady grind of a school kept through the year. That is to say, it is to be kept so nearly through the year as to be a permanent institution, with permanent teachers, and a permanent registry; and the vacations and other holidays are merely unwilling concessions to frail human nature, which sometimes revolts from pot-hooks, trammels, common multiples, and the analysis of sentences, and claims some little knowledge of the outward world of life.

What follows from the new system is the discovery, at the end of a generation, that the children educated under the new system have no experience with tools and no ability

with their hands, and but very little knowledge of practical life. As a first consequence of such failure of the schools, the average parent withdraws his child from the schools at a very early age. The State pays largely for the education of its children, and yet does not receive what it pays for. It is difficult to obtain statistics on this vital point; but it has been said on high authority, that in the schools of the large cities the average boy does not go to school after he is twelve and a half years old. A few boys go till they are sixteen or seventeen; but so many leave at ten or eleven years that, for the average, school attendance is over before the boy is thirteen. We beg the school superintendents, from those elaborate papers of registry that are kept so painfully, to give us more light on this point. Something near this statement is true, and, because it is true, one has not far to go in seeking to account for the steady increase of the "hoodlum" class in our large cities.

Puzzled with the failure of our new system on its practical side, the educators who "run with the machine" try to strain it to make it take the work that was once gladly done elsewhere. To the simple curriculum of the school that taught the three R's, this, that, and another thing is almost of necessity added. Whenever an accident or calamity calls attention to the lack of real education, there is a demand that "the schools" shall take something else in hand. Thus, the music fails in churches, and "the schools" are set to teach music; the girls cannot mend their clothes, and "the schools" must undertake sewing; a boy does not know a handful of wheat when he sees it in his father's office, the father makes a row, and "the schools" have object lessons in the knowledge of cereals. We are seriously told, by a writer of sense and experience, a woman also, that the

schools should be so arranged that a girl should learn how to broil a beefsteak there. In the kindergartens most thoroughly provided, the little girls do have model bedsteads and model beds, in which they are taught the duties of a chambermaid, and have toy dust-pans and dust-brushes, with which they are taught to "dust" a room.

It is true that the best professional teachers manfully resist such additions to the school courses. They would gladly keep out such innovations, but they cannot help themselves. The things are absolute necessities. Beefsteak cannot be talked out of society. To their horror, they find that the people, in whose hands is the government of this land, compel them to teach what, in the old system of half-time, the people were willing to teach at home. It needs, of course, no experiment to prove that these practical affairs are learned more quickly and better at home than at school. Mr. Stanley Hall's curious investigation proved that a considerable number of pupils in a good Boston school thought that a cow was less than three inches long. Such is the result of using a primer in which the picture of a cow is as small as the picture of a gimlet.

If, now, it were only to gain the desirable knowledge of common things, most parents who have had experience of systems will decide that the pupil who is at school twenty-four weeks in the year, is better off than the pupil who is at school forty-six weeks in the year, other things being equal. The loyal and intelligent father submits to the convenience of the great body of the people. But if he had his own way, he would say that the boy or girl who has the book-work by itself, and the outdoor work by itself, is better off than the boy who has to do his outdoor work indoors. Indeed, so far as judging institutions by their fruits is a rule, the half-time

system makes quite as good a show as the full-time system. There mark is constantly made that "country-bred boys," by which is meant boys bred on the half-time school system, "go ahead" of "academy boys." It is certainly suggestive. The system under which Daniel Webster was trained, or Jonathan Edwards, will not fear to be tested, if the test is to be a show of men produced by it.

And, so far as the attempt to give a knowledge of things or of processes of handiwork is made at school, it is clear enough that it cannot really succeed. As matter of the theory of education, indeed, the schools are wholly transformed by the introduction of the extra studies required in the full-time system. They are injured in the same degree on all the sides of intellectual effort.

I propose that in every school district where there are as many as sixty pupils, they shall be divided into two brigades. The brigades might be divided by lot, with liberty of exchange from one to the other, where convenience required. Let the school year begin with the first Monday in September. I would send brigade A to school fifteen weeks, from the first Monday in September to the third Monday in December. They would then remain at home; the parents should do with them what they chose, which is more than any parent does with his children now. The second brigade, or brigade B, would then take their long term of fifteen weeks, which would bring us to the second Monday in April. We have sixteen more school weeks before the third Monday in July. Each brigade would have eight of these weeks at school, and eight at home. On the third Monday in July the school-masters and the school-mistresses would take their vacation, which would last until the first Monday in September.

It is a pathetic comment on the present artificial system, that the first criticism made on that which I propose would be: "What in the world should we do with the children if we had them seven months at home in every year?" People have, in fact, drilled themselves to think that God did not mean that they should take care of their own children, but that they should intrust such care to other people. They would soon learn to do what the farmer, or blacksmith, or minister does in the country town where the natural system holds; they would make the children of use. The boy or girl would again be a part of the world. If he had time to study or read, he would do so under that good master, himself, if he had no other. He would learn the value of time, the necessity of punctuality, the need of subordination; he would acquire modesty and self-control, order and method, quite as well as he does at school. He would have a much better chance for physical exercise and training in the industrial arts than he has now. His chance for health, eye-sight, and a well-balanced constitution would be much better than it is now. * * * *

I am quite sure that sensible fathers and mothers who have the pleasure and profit of having sensible children, will find it easy to occupy off-time in ways profitable to the children, which will at once justify the system to those who are in doubt. Let me suggest to any father or mother who looks forward sadly to the next century, wishing that he or she lived in that happy era when the school "machine" of today will be "smashed" as thoroughly as chivalry is now, that the plan I propose can be easily carried out now, for the benefit of families, even if supervisors and committees are not yet converted. If a dozen fathers living near one another determine to take their boys from school for fifteen weeks, and to present them at the school again when these

fifteen weeks are over, any intelligent master will adapt the regime of that school to what he will call "the experiment." Things will go on as if these boys had had whooping-cough, only the boys will not whoop. And there will be a chance to let these boys attend at the office or the store; to learn how to go on an errand, how to cash a check, or how to tie up a parcel; a chance to read Scott or Shakspeare; a chance to learn to sing, to dance, to swim, to fence; a chance for the gymnasium. The fifteen weeks will soon be gone, and when the next school term comes, the boy will go to it with an appetite that the jaded school-boy of the full-term system has, in most instances, quite forgotten. To school committees, and to the finance committees who stand behind school committees, it is fair to suggest what they must not think a corrupt proposal, even in critical days. The system of half-time, while it will probably teach all that the system of full-time teaches, will cost the tax-payer only half as much money.

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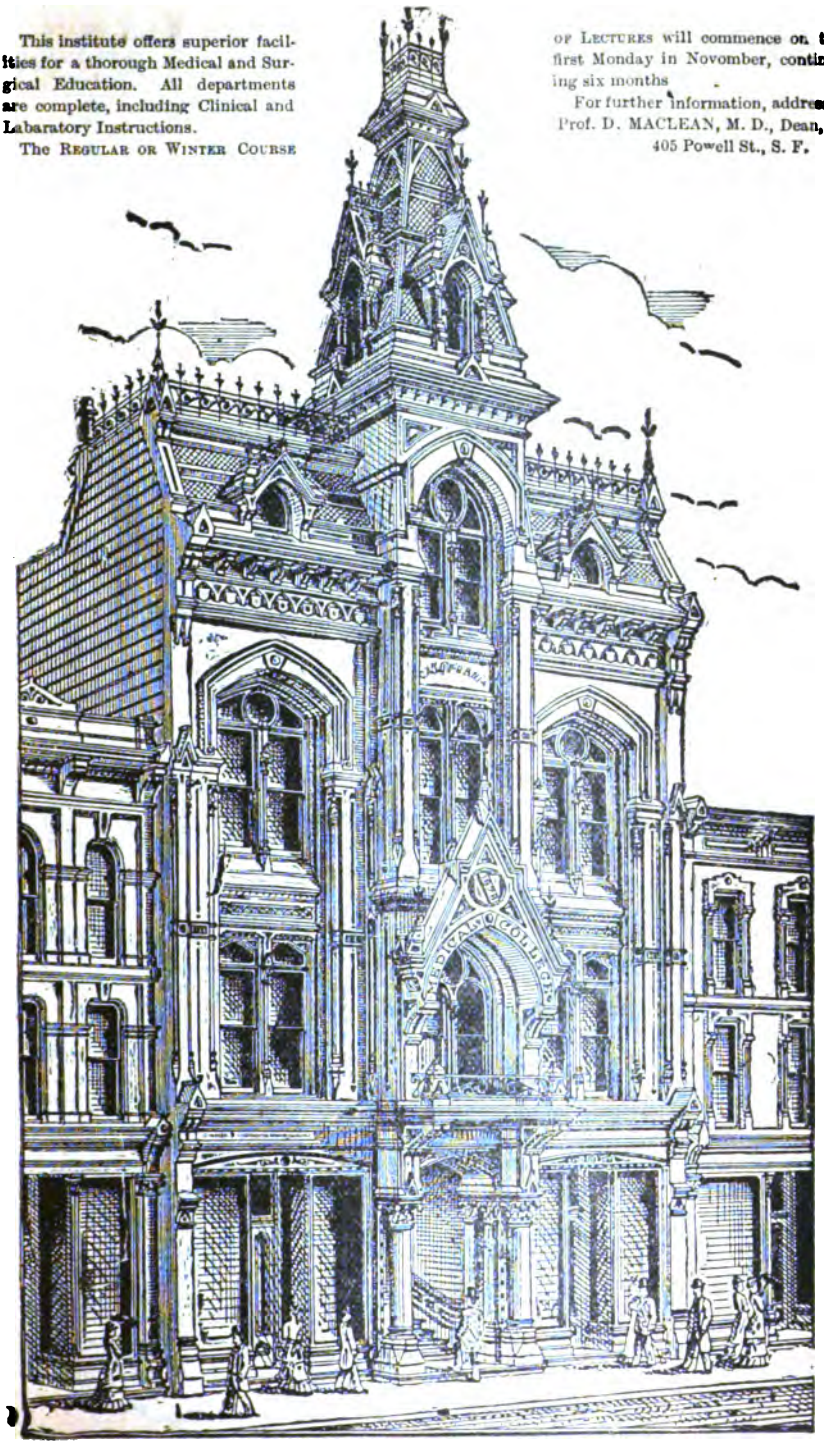

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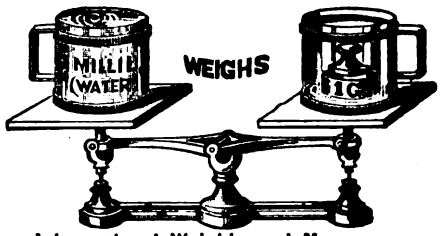

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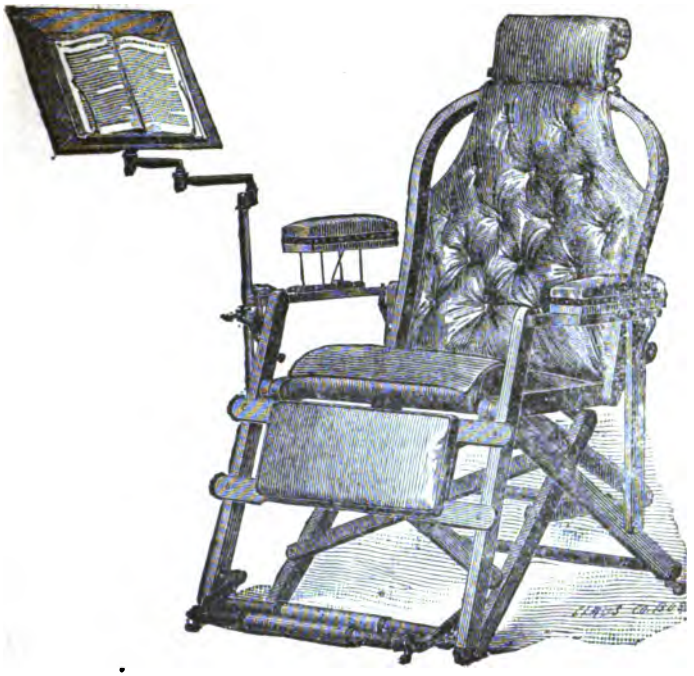

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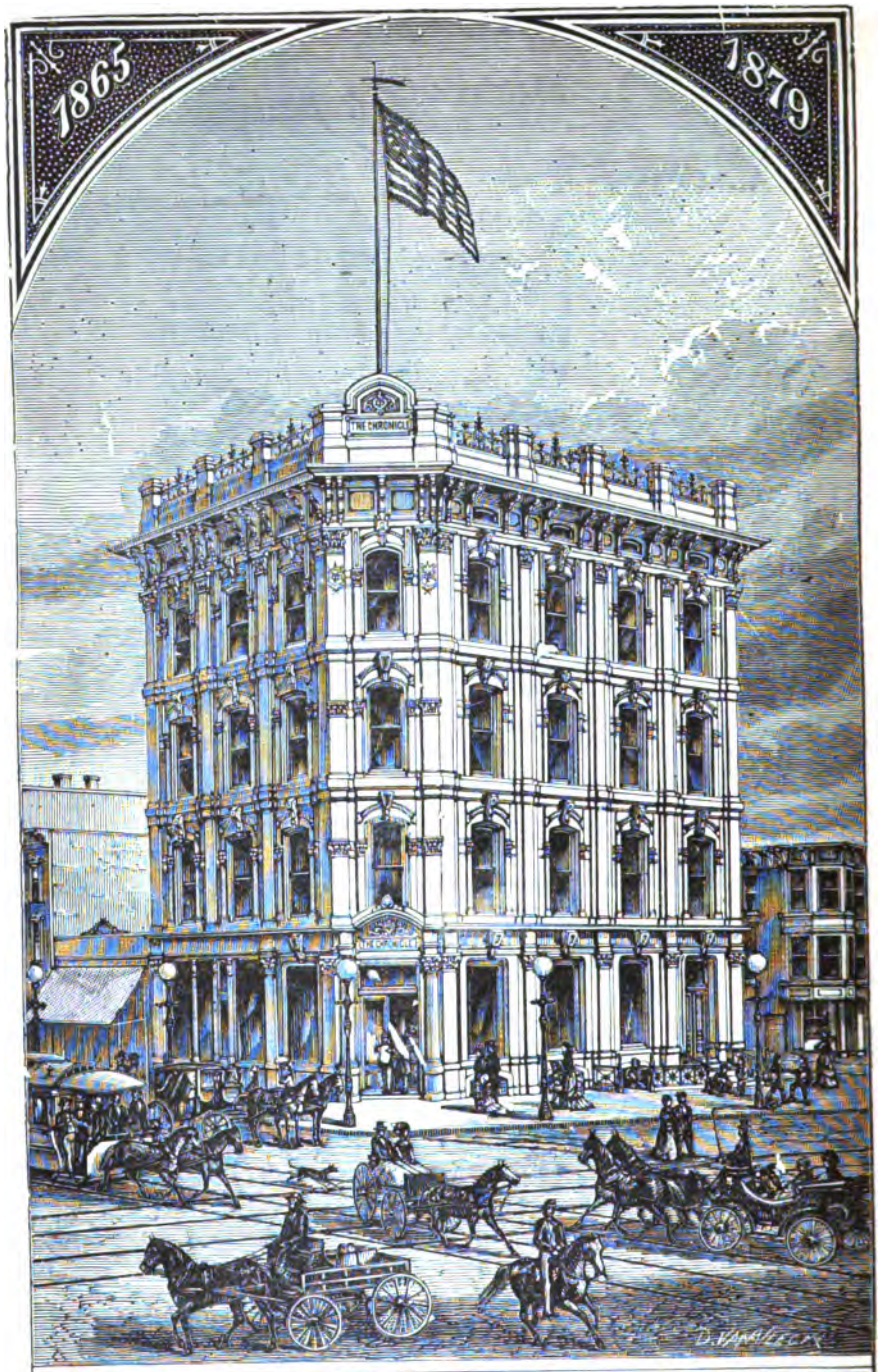

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THE GREAT ORATORS OF THE PAST.

The methods of preparing speeches and the manner of speaking among celebrated orators are as various as the orators themselves. Some, with a great talent of expression and a natural ability to give easy and rapid utterance to thought, trust to the inspiration of the moment, and speak off-hand, or, at least, without written preparation. Such is the case with many noted preachers, among others, Spurgeon and Beecher. Others make notes or headings of their subject, and frame here and there a sentence; they leave the rest to a careful study of their subject and to the moment of speaking. Others, again, carefully write out the whole of their speech, and either commit it to memory or con it over very thoroughly before appearing in public to deliver it.

Webster and Everett always carefully prepared their orations in this way, while Clay often spoke with little or no preparation.

John Bright makes notes and headings of his speeches, and with great care writes off and commits to memory their most important passages. Gladstone jots down only facts and figures, and for his expressions trusts entirely to the moment of speaking. Lord Derby wrote out every word, and usually committed his speech to memory. M. Thiers was equally as precise, while Gambetta, the greatest of French orators, spoke extempore, and his marvelous eloquence was the result of the inspirations of the moment. Sumner pre-composed verbally his great speeches in the laboratory of his brain, memorizing them, afterward able to produce the eloquent sentences in the order in which he had thought them out. A gentleman who once called at his rooms in Washington was told by his young negro servant: "Massa Sumner, he gone to the Senate to make him speech."

"What speech?" asked the gentleman in surprise.

"Why, dat ar speech he's been hollering out in bed ebery mornin' dese free weeks."

Orators are peculiarly liable to that momentary sensation which Collins, in his "Ode to the Passions," has graphically described:

> First Fear, his hand its skill to try,
> Amid the chords bewildered laid.
> And back recoiled, he knew not why,
> E'en at the sound himself had made.

As a rule orators manifest a painful anxiety about their speeches. They are uneasy and nervous as if anticipating failure. This is due to the very sensitive organization that makes them orators.

"Why, how nervous you are!" said a friend on taking Canning's hand just before he rose to speak.

"Am I?" was the Prime Minister's reply. "Then I shall make a better speech."

Daniel Webster, on the other hand, was cool, calm, collected. His nerves were of iron. Everything had been thought out before he rose to speak.

"Mr. Webster," asked a friend, nervously, grasping him by the arm, on the morning when he was to reply to Hayne; "Mr. Webster, *are* you ready?"

The great man, bringing his open right hand vertically down into the palm of the left, quietly said: "I have got four fingers in."

"Four fingers" was, among sportsmen, the mark of an unusually heavy charge for a gun. Mr. Hayne found out how heavy the load was.

A junior counsel once congratulated Sir Wm. Follett on his perfect composure in the prospect of a great case he was about to try. Sir William merely asked his friend to feel his hand, which was wet from nervous anxiety.

This nervousness and anxiety seems a condition of oratorical success. The late Lord Derby, "the Rupert of debate," as he was named by his admirers, said that his principal speeches cost him two sleepless nights, one in which he was thinking what to say, the other in which he was lamenting over what he might have said better. Cicero, according to Plutarch, not only wanted courage in arms, but in his speaking also. He began timidly, and in many cases he scarcely left off trembling even when he got thoroughly into the current and substance of his speech.

Orators have often been very diffident in social life. The great Mr. Pitt was exceedingly shy in his private inter-

course with men. Lord Camden was on terms of great intimacy with him, and one day remarked, as Pitt was at his house:

"My children have heard so much about you that they are anxious to have a glimpse of the great man. They are now at dinner. Will you oblige me by going in with me a moment?"

"Oh, pray don't!" said the orator in great alarm. "What on earth could I say to them?"

"Give them at least the pleasure of seeing you," replied his lordship, as he half led, half pushed him into the room.

The Prime Minister of England approached the little group. There he stood, looking alternately at the father and the children, and twirling his hat for a few minutes without being able to utter a sentence.

Very different was the habit of Fox. "What a man Fox is!" said Walpole. "After his long and exhausting speech on Hastings' trial he was seen handing ladies into their coach with all the gayety and prattle of an idle gallant."

When Daniel Webster was a schoolboy, he tells us: "Many a piece did I commit to memory and rehearse it over and over again in my room. But when the day came when the school collected, when my name was called and I saw all eyes turned upon my seat, I could not raise myself from it."

Cowper's friends procured him a place as Clerk in the House of Lords, where his duties only required him to stand up and read parliamentary notices and documents. The thought of standing up before such an audience was so terrible to him that as the time drew on, he was in an agony of

apprehension and tried to hang himself.

The famous Curran had a sensitiveness in public speaking which often hindered his success. He was painfully affected by any mark of inattention in his audience. If any one fell asleep, or stared vacantly about the room, his eloquence began to flag, and much of his power was lost.

This fact became so well known, at last, that some of the eminent advocates opposed to him resorted to unworthy tricks to help their clients. If they saw that Curran was particularly eloquent, and was carrying the jury with him, they would hire some man to go into the court-room, and, sitting near Curran, to show signs of weariness by visible and loud yawning. The stratagem rarely failed of success. His eloquence would forsake him; he would falter, forget the thread of his argument, and bring his peroration to an abrupt and unsatisfactory conclusion.

Daniel Webster was once about to make a speech at a Boston poultry show, where he happened to be present. He stood up in response to a general call, but no sooner had "Ladies and gentlemen" passed his lips than a giant Cochin protested with such a frightful crow that the orator sat down without uttering another word.

Dr. John Ritchie, the great voluntary leader, had charged the ministers of the established church with living the lives of Sybarites, faring sumptuously every day, and clothing themselves in soft raiment. At a public meeting Dr. Guthrie had to reply to this. He was standing on the front of the platform; his boots were strong, iron-clad, country boots, and his trousers were bespattered with mud, for he had just walked several miles. Looking around the audience and holding up his foot, he pointed to it and said:

"My friends, Dr. Ritchie declares that we are a set of

dandies. Do you call that the foot of a dandy?"

The appeal was irresistible and was responded to with great laughter on the part of the audience, and with cheers which were redoubled as Dr. Guthrie stood holding out his foot and looking about him with the quietest and most comical smile.

No man, no matter how great, is equally great in all things. Lord Erskine, as a jury lawyer, was one of the greatest, if not the greatest, who ever addressed an English jury. Yet he failed as a debater in the House of Commons. When Erskine entered Parliament Pitt was Prime Minister. The great advocate was in the zenith of his fame, and the Ministry dreaded the influence of his eloquence.

One night Erskine was to speak. "I will answer the great orator," said Pitt, and he seated himself at the table, prepared to take notes. Erskine addressed the House as if he were speaking to a jury. He was declamatory and eloquent, but the facts of the arguments, which are the spinal column of a successful legislative speech, were wanting. Pitt listened attentively for a few minutes, then throwing his pen down with an expression of contempt, left the table. Erskine saw the act. It so confused him that he broke down. His vanity was so wounded as to kill his oratory.

As an offset to this, we give an occasion in which Erskine demolished Balfour. "Style," says Lord Chesterfield, "is the dress of thoughts." Some thoughts, like some people, are thin, lean, lank, yet they are arrayed as gorgeously as a belle in full dress.

Coming into Court one day, Erskine perceived that the ankle of Mr. Balfour (who generally expressed himself in a circumlocutory manner) was tied up with a silk handkerchief.

"Why, what's the matter?" asked Erskine.

"I was taking a romantic ramble in my brother's grounds, when, coming to a gate, I had to climb over it, by which I came in contact with the first bar and grazed the epidermis of my leg, which has caused a slight extravasation of blood."

"You may thank your lucky stars," replied Erskine, "that your brother's gate was not as lofty as your style. You would have broken your neck."

The longest speech on record is believed to have been that made by Mr. De Cosmos in the legislature of British Columbia when a measure was pending, the passage of which would have taken from a great many settlers their lands. De Cosmos was in a hopeless minority. This job had been held back until the eve of the close of the session. Unless legislation was taken before noon of the given day, the act of confiscation would fail. The day before the expiration of the limitation, De Cosmos got the floor about 10 A. M. and began a speech against the bill. Its friends cared little, for they supposed that by 1 or 2 o'clock he would be through, and the bill could be put on its passage.

One o'clock came and De Cosmos was speaking still; he hadn't more than entered upon his subject. At 2 o'clock he was saying: "In the second place." At 3 o'clock he produced a fearful bundle of evidence and insisted on reading it. The majority began to have a suspicion of the truth; he was going to speak until the next noon and kill the bill. For a while they made merry over it, but as it came to dusk they began to get alarmed. They tried interruptions, but soon abandoned them, because each interruption afforded him a chance to digress and gain time.

They tried to shout him down, but that gave him a

breathing space, and finally they settled down to watch the combat between strength of will and weakness of body. They gave him no mercy, no adjournment for dinner, no chance to more than wet his lips with water, no wandering from subject to subject, no sitting down. Twilight darkened; the gas was lit; members slipped out to dinner in relays, and returned to sleep in squads; but De Cosmos went on with his speech. The speaker, to whom he was addressing himself, was alternately dozing, snoring and trying to look wide awake.

Day dawned, and the majority slipped out in squads to breakfast, and the speaker still held on. It cannot be said that it was a very logical, eloquent or sustained speech. There were digressions in it, repetitions also; but still the speaker kept on. At last noon came to a baffled majority, livid with rage and impotency, and to a single man who was triumphant, though his voice had sunk to a husky whisper, his eyes were almost shut, and were bleared and blood-shot; his legs tottered under him, and his baked lips were cracked and smeared with blood. De Cosmos had spoken 26 hours, and had saved the settlers their lands.

THE STAGE AND ITS TRIUMPHS.

Actors and actresses are either above or below the ordinary world. The successful star is above it, the super is below it. They are never sure of their individuality; they grow ultimately to be entirely made up of bits of other people, and those people mainly creations of the brains of dramatists and novelists. Their social life is affectation. Their stage affectation is generally the most genuine life of the two. They live in a world of rouge and powder, of wigs and costumes, and their own complexions, their own hair and their own every-day dress are things they gradually grow to feel uncomfortable in. They have no idea of the outer world, from which their reputation and reward are drawn. They rarely read books, unless they be novels which might be turned into plays, and then they always take most interest in the characters they would like to represent on the stage. They never read newspapers, except the columns devoted to their own profession. The wars and rumors of wars do not affect them, or interest them, until they affect theatrical business.

They don't care a cent who is in office or who is out. They only know there is a Presidential election in America, because the theatres all do very badly and public interest in them is seriously diminished. To them there is no philosophy. There is but acting, and to a few this is art. They have no home life, no ties that are not more or less elastic. They are nomads, and they have all the indifference and recklessness of that class. Their troubles weigh more lightly upon them than trials do upon ordinary human nature,

for every night the nervous excitement of the stage drives them away, and the high pressure of their life, its glamour and enthusiasm, rarely subside long enough to give trouble a chance. It is a world of hope and anticipation, and no actor or actress ever really knows failure. One round of applause will glorify an evening that will radiate through a week or a month of less favorable experience. The mere attention of an audience will keep them excited, even if it be an audience that would go away if it could. One part played for a week in a season will neutralize forty weeks of small and unimportant business. One grand burst of applause will live in the memory as long as the memory lives. If a character does not go well, the mercurial temperament finds excuse and justification and glows with the expectation of hitting the public in some other.

Behind the scenes at a play is fascinating. Around the stage, down in the greenroom, in the side-wings—everywhere there is a suppressed excitement. Restless figures move to and fro about the entrances, and even when one has an act to wait, there is a feverish anxiety that is a constant excitation. Conversation is in snatches and half-whispers. Everybody is interested not only in his own part, but he will listen over and over again to speeches of others on the stage, and steal out occasionally to see how the scene is going and find out how far the act has progressed. The character is never wholly laid aside. Mechanical bursts of small talk only point the engrossing subject in mind, and even years of experience never give to an actor or actress the power to throw off between exit and entrance the thought of the play and the part.

The actor stands and gazes in the glass. He feels that he is all right, yet he seems always to find some little rear-

rangement of his wig, some little dressing of his hair, necessary. The actress studies herself all over. To her a pin out of place is an annoyance, a spot too much of rouge a trial, the lightest article of dress awry an agony. It is not the vanity of the woman who is dressed for a ball-room, half so much as the anxiety in case some flaw may be found by the ladies in the audience and commented upon. She knows she is not the Miss Jones of the cast; she is the "Princess" of the play. She will carry on to the stage a fan, or a handkerchief of the greatest value, partly from vanity, perhaps, but mainly to try to be in keeping with her character. Both actors and actresses spend the idle time behind the scenes in thinking over the speeches they have just delivered and the speeches they have yet to deliver, and when pieces only go for a week there is no night they feel that they have not to look out carefully for some line, or bit of business. In every new town they go to different lines catch the audiences. Strong scenes in New York go flat in Chicago; points that draw applause in Boston pass unnoticed in San Francisco, and some bit of business upon which no stress has been laid may in one night become a triumph of acting.

Most actresses do not like to have their admirers behind the scenes. The rouge and powder and paint are too plain and repellant at close quarters, and yet they are all needed before the glare of the footlights. One can understand how love-making must become mechanical on the stage and kisses be given at a distance. Indeed, to go close to an actor and actress and see the grease, paint and false hair, the powder that rubs off on everything that touches it, the heavily darkened eyelashes, the wig that always is frowsy when you are near to it, one wonders that the embracing and emotion, the kissing and love-making can be made to appear so real

and so natural, and yet to be an effective actor or actress one must have the freedom that comes from the knowledge that it is all pretense.

And this is the actor's life. Here amid imaginary trees and rocks, in canvas-walled drawing-rooms, reversible into garrets; in imitation conservatories and within painted castles, he lives and breathes, some other being and a different being in each new play. The actress goes into her dressing-room and dons the robes, real and resplendent, of a "Princess," and plays the haughty and dignified heroine one week, and falls the next into rags and poverty and suffers a lifelong agony in three hours. And when they seek the light of day, the more practical mortals for whose entertainment actors and actresses play, look upon them with a curious wonder as at beings from another world, who are more or less out of place in the crowd that bustles in the sunshine. At the hotel table the guests watch the actress as if they were perpetually in expectation of her doing a great emotional scene over her modest breakfast; and the actors who fought a duel the night before on the stage seem to excite a vague dread that they may get up in the dining-room and shoot one another dead. The world always meets them as actors and actresses, forever reminds them of in social life, and it is no great wonder that, when their own nature has no chance to develop, they should gradually find the stage unrealism saturate them and become second nature.

FALSE TRAINING OF AMERICAN GIRLS.

The boy, as soon as he is out of school or college, finds that he is expected to work for a living. He chooses a career, and whatever may be his station or whatever the work he is called upon to do, he generally gets the sharpest kind of tuition. The world seems to take a malicious pleasure in knocking the conceit out of the young fellow, in showing him how little he really knows, and in enforcing the practical lesson that the sooner he buckles down to hard work and masters his trade or profession, the better it will be for him and for those who may be dependent on him. This apprenticeship generally takes the nonsense out of a young man and does him a world of good. He begins to appreciate that his business is full of smart fellows, who are his equals in ability and vastly his superiors in technical skill and training. If there is any stamina in him he sets to work like a Trojan, with the result that a few years sees him well advanced in his profession and generally in the enjoyment of a moderate income. The qualities of prudence, caution, combativeness and courage have been developed by this rough training, but it is not to be denied that many hard and unlovely traits result from this struggle.

It may be that in the next century—when the theories of the woman's rights advocates shall have been put in practice—that the American girl will be put through an equally severe course of training. But, under the present system, she fortunately escapes the larger part of this rude apprenticeship, and we fancy that no man would care see the existing arrangement overturned. The distinction

between the two sexes is so radical that the reformers cannot efface it, cannot even modify it. It may be stated briefly as this: That the life and the training which make men manly does not and cannot make woman womanly. It unsexes her, save in rare exceptions, which really prove the rule. The necessity to earn her own living bears heavily upon many young American girls. To their credit, be it said, they meet it bravely, and their work is often done with no impairment of their native modesty or other sweet feminine charms. But we regard it as the good fortune of the girls of this land that their fathers and brothers do not take kindly to the prospect of their daughters and sisters going out into the world to make their own living. No man enjoys the spectacle of an indolent or incompetent woman less than the American; but the foreign custom of permitting women to labor in the fields and to take charge of many branches of business in which the work is severe, is repugnant to him. He may perhaps be no better natured than the German, but he would never dream of allowing a woman to bear a heavy burden while he walked empty-handed at her side. He may be no manlier than the Englishman, but in our coal and iron regions he will not tolerate the hard labor at the forge by women, which is a common practice in all parts of the "Black Country," in England, and one of the most hopeless features of the condition of those overworked, ill-fed people. In fact, the American goes to the other extreme. In his care for and devotion to women he reaches the excess of chivalry, and the foreigner is continually amazed at the spectacle of women venturing out at any hour of the night in cities and towns, confident of that safety which is based on the general respect for their sex.

So the American girl is spared many of the hard ex-

periences of her sisters in the Old World; but, in escaping these evils, she has failed to secure the careful taining which is one of the compensations of the English or the Continental girl. The American mother is largely responsible for the fact that her daughters are generally incompetent to manage a household and must learn this necessary art after marriage, at great discomfort at best, and frequently at the loss of domestic happiness, which would have been theirs had knowledge of the duties of a housewife been added to their other accomplishments. We do not think it is beyond the truth to say that not one American girl out of three when she is married is able to make wholesome bread, or prepare a good dinner. Yet the chances are that the first six months of her wedded life will see many occasions when a knowledge of these practical accomplishments would save her extreme discomfort and annoyance, not to mention the disgust of her husband when deprived of his dinner. But we hear some indignant feminine critic say: "You would not have your wife and daughters do the hard work of the kitchen?" No, not unless it were necessary. We can see nothing amiss in the fact that when reverses fall upon the head of the family, the wife and daughters should bear their part of the economic burdens. When there is no necessity for such work on the part of the wife the American husband is the last to exact it. What we mean to say is that the American girls should know how to do all the domestic work and should feel a pride in such useful accomplishments. Without such training—which the English or the German girl always receives, no matter what the wealth or station of her family—no woman is competent to manage servants, nor can she preserve their respect. The economic management of a household demands that the mistress should know how

to do the work which she superintends, and whether the supplies furnished are used carefully or wasted. This may seem a small matter, but the cost of living in this country is largely increased by the lack of such minute and careful knowledge of details among American women and by the absurd idea that such economy is akin to meanness. The latter misconception is fostered by our foreign servants, who receive double and treble the wages which they get in the old country, with perquisites which are royal in their proportions. Thorough oversight of American households by their mistresses would save an immense sum yearly, which is worse than wasted, as it encourages petty pilfering among servants and collusion with small dealers.

In this discussion, of course it is taken for granted that the chief desire of woman is to have a home of her own. Despite the cynics and the Malthusian philosophers, we believe this good old rule still prevails. We are simply pointing out some of the ways by which the American girl may render herself indispensable to the young man, and in this capacity of modest mentor we have tried to state facts plainly. We believe that nine girls out of ten would be willing to acquire this necessary knowledge of the household arts, if the importance of it were impressed upon them by their mothers with one-half the force that they are charged to take care of their complexions. Let American mothers reform, and give more time and attention to the practical education of their daughters, and less to the fashionable accomplishments which really count for so little. The result would be better girls of the period and better mothers of the next generation.

THAUMATURGUS.

BY GEORGE KING CAMP.

I.

What is the reason of the snow
Fluttering, flower-like, down below;
Out of a mystic realm opaque.
Where no star beam brightens a break?
What is the reason of its fall,
White and clean from an ashen pall?
Why not quiver, and whirl, and float,
Out of a crystal cloud-cup's throat?
Why not fairyly slide and slip
Over the winter's glittering lip,
Rather than meek, and soft and dumb,
Out of the womb of gloom to come?

II.

Why should the conquered Frost-god fling
Magical wafts from his icy wing,
  Quickening earth to fragrant deeds,
And wooing the vales to bourgeoning
  Where the luminous line of snow recedes?
Why should he challenge the sun to bring
  A glory wherever his foostep leads?
Yet ever the daintiest buds emerge
From the folds of the fading winter's serge,
And birds their loveliest anthems sing
In the hush that heralds the laughing Spring,
And follows the dead year's dirge.

III.

What is the impulse glad and wise,—
Who is the Angel in disguise
  Scattering wreaths of sweetest flowers
  Over the ashes of the hours?
What is the force that underlies
All that our wonderful love implies?
Love that like a violet grows
Out of the couchings of the snows!
Love that bends like the Lily, prayer,
Over the dim rim of despair!
Who is the spirit? What the spell?
Hearken and let thine own heart tell.

IV.

Love is the secret, love the power
Changing the snowflake to the flower;
Turning the gall of the heart's deep well
Into a heavenly hydromel;
Love on the earth, or Love above
Still wherever, 'tis only love,
He it is who strews the snow
  Out of the leaden wastes of sky
Only to teach that brooding woe
  Breaks into blossoms by-and-by,—
Only that we may better know
  The rest which waiteth on a sigh.

THE MONGOL MARCH.

In the heart of San Francisco, but a stone's throw from the city hall, and dovetailing into the filthy and dilapidated tenements of the Barbary coast, the smoke of burning sandal-wood, punk and opium, and the greasy smell of roast pig declare, with odoriferous emphasis, that we have a Chinese quarter. From Jackson street, whose gutters are used as open-air sewers to carry off slops and swills, to Sacramento street, where the better class of merchants do business; from Kearny street on the east to Stockton on the west, covering an area of six blocks, the Chinaman is literally master of all he surveys. Month after month and year after year he pushes step after step in the march of possession, and where he once puts down his slipper he holds his ground as determinedly as though he had taken root in the soil. Give him a two years' lease of a building in good condition in the quarter, and, no matter how high a price you fix, he will pay it willingly. He will do more. He will not ask you to make any repairs; the walls will never require whitening or replastering, and the paint on the outside may crack and fall off, yet he will never trouble his landlord. With a national pride which would be highly commendable were it not that it is so largely adulterated with bitter contempt of the outside barbarian, he will go to the expense of painting the front of the building with white, green and vermilion, so that outside as well as inside the house will display a Chinese character. He will remodel the interior by making one hundred rooms out of twenty; and so economical of space is he that a room not larger than a small state-room will furnish ample accommodations for half a dozen men. Each

squad does its own cooking, rarely with a small stove, generally with a fire in an open dish or brazier. An overdose of smoke now and then does not produce the slightest annoyance, so far as the inmates are concerned. They are smoke-proof and heat-proof. A house which has been so tenanted for six months becomes unfit for any other purpose, and as the months roll by the greasy carbon accumulates on the walls and the floors in thick layers. When the lease has expired, the Chinese tenant makes his own terms, and either obtains a release at a small figure or buys the property. Not many years ago, Washington street, from Dupont to Stockton, was one of the main promenades for ladies residing in the northern part of the city who desired to go to Kearny and Montgomery streets to do their shopping. Then it was considered a good business block, and the millinery and hair stores did a flourishing trade. On Sundays the religiously inclined might be seen going to and coming from the First Baptist church, between Dupont and Stockton streets.

But the unclean tide ebbed and flowed nearer and nearer until it washed its very foundations, and refined ladies could no longer submit to be jostled at the very church door by the Mongolian *chiffonier* or high-binder, or allow the pure minds of their little children to be contaminated by the surrounding atmosphere of degradation and moral filth. The necessity for changing the site of the church became so apparent that a few years ago the property was sold to the Chinese, who made extensive alterations upon it, and it is now used as a manufactory for slippers, cigars, shirts and clothing, besides several other purposes best known to the Chinese, among which may be mentioned tan games and worse uses. This change had not taken place very long be-

fore the walls of the edifice, which had so often echoed back the sweet sounds of prayer, and the deep tones of the organ, rang with the affrighted shrieks of a Chinaman who was slashed with knives by his countrymen until his life flowed from his wounds with his blood.

The red and gold sign-boards are multiplying fast in this direction, and already they begin to stare in the face of the city hall, which, if the signs of the times be fulfilled, must ere long resound with the horrid screech of the Chinese fiddle. Any person standing in front of the old city hall, can see, not one hundred yards away, the green and gold balconies of the joss-house on Clay street, opposite the plaza, where two decades ago, the eloquent Colonel Baker expressed in glowing language the grief of the State over the mortal remains of Senator Broderick. The march of invasion, from all indications, will not stop at Kearny street on the east, or at Sacramento street on the south. Should the tide of immigration continue to pour in upon us as it is at present, it may be predicted within a year or two, how soon Merchant street, Montgomery block, Commercial street and portions of Pine and California street will come into the possession of our Asiatic population; for property owners will lease or sell, when they are offered good prices, and a shrewd and indefatigable Chinese speculator will not hesitate for a mere question of present value when so much profit looms up in the near future. Indeed, such a prediction would not be regarded as presumptuous when the changes that have taken place within the last six years in what were once prosperous business localities are taken into consideration.

The question so often asked as to the cause of decrease in the value of property in a certain portion of the city might

be truthfully answered by referring to the Chinese quarter, which is fast extending as a black desert, cutting off in a great measure desirable communication between North Beach and the east and southern business centres.

THE LEPER LAND.

Humanity dreads nothing more than it does an incurable and loathsome malady. With such disease the people of San Francisco and of the whole United States are threatened. Its name is leprosy, and its home is in the Hawaiian Islands. That this loathsome scourge has had a foothold in Kalakaua's pigmy kingdom has long been an accepted fact; but it is not generally known that within the last five years it has spread with such frightful rapidity, that at the present date the highest medical authority of Honolulu must acknowledge that there is not one native family which has not been contaminated. They all have it, "from the King down," has become a common saying. Europeans could view this state of affairs, perhaps, with indifference, were they themselves proof against the insidious attacks of the pest, and the people of the United States would then need feel no personal concern in the matter. But horrible as the statement may be, the whole population of Honolulu has the poison in its blood, and cases of leprosy among white people have become common occurrences. More horrible still, several of these leprous persons, being given the choice of ending their days in the leper valley in Molokai or to leave the country, have preferred the latter, and some of them have sought America's hospitable shores. Several of these reside to-day in San Francisco, among them two young ladies; another, a middle-aged man, went from here to Massachusetts, where the nature of his disease was soon suspected, and where he now lives isolated; two others arrived with the steamer City of New York on the 23d of March, and are mingling among our people somewhere to-day! Several

others, despairing of gaining an entrance into the United States, have undertaken to travel in the Orient, and among them is a married couple whose story is exceptionally pitiful. The husband has long been a resident of Honolulu, and before he married sustained relations with a native woman. Two years ago he came to San Francisco, and succeeded in gaining the affections of an estimable young lady, the niece of a prominent Catholic clergyman. With his lawful wife he returned to Honolulu, where both have just been discovered to be lepers. They had before them the choice of going to the leper valley or leaving the country, and of course chose the latter. But wherever they go, they are going to a horrible and certain death.

UNIMPEACHABLE TESTIMONY.

The truth of the above statements is beyond question. They have been gathered from willing and unwilling witnesses, among whom is the wife of the American Consul at Honolulu—Mrs. McKinley—now residing in San Francisco, who left the Islands in company with her daughter in order to escape the dangers of infection. To the information given by this lady is due the discovery that two Americans affected with leprosy were sent home on the City of New York on her last inward trip. It seems that these men had been under the treatment of Dr. Fitch of Honolulu, the Government physician who has charge of the Molokai leper colony. When there was no longer any doubt that they were infected; that they must die inch by inch, and see the members of their bodies fall into dust and corruption before their souls would take flight, they desired to go home. The Consul, to whom they applied for passports, was doubtful whether he had the right to issue them. But, considering that the disease was still in its first stages; that Dr. Fitch

would send them to a living grave on Molokai if they were refused passage, and that he himself did not possess the power to refuse American citizens the right to re-enter their country, he permitted them to go. The afflicted men were brought aboard ship in secresy, and no one knew of their presence until Mrs. McKinley, who sailed on the same vessel, divulged the secret. Even then the passengers knew not who were the lepers, and when the vessel arrived Quarantine Officer Lawlor was informed of the matter. He ordered the vessel in quarantine, and began a search for the lepers. He could not find them, and, remembering that there is a State Commissioner of Immigration for this very end, one C. D. Bunker, he took him aboard, and together they made a second unsuccessful inspection. It happened that on the same steamer there was a Mr. Lawlor, the brother of our Quarantine Officer, who had kept a hotel in Honolulu for some years, and was as fully acquainted with the nature and symptoms of the disease as a layman can be. He also aided in the search, but advised the authorities to desist, because, he said, the first symptoms of the disease cannot be discovered by any one who has not made them a special study.

"If you bring your whole Health Board here," he said, "they would not succeed in singling out the lepers. One arm may be afflicted and the other well, yet both will look exactly alike, but into the diseased arm you can run a lancet without causing pain."

There being no means of discovering who among the passengers were the lepers, all were allowed to land. The matter since has become the subject of international correspondence, for Consul McKinley, having become alarmed, has asked for special instructions from Washington. This

is the story as it was gathered from Mrs. McKinley, Dr. Lawlor and his brother.

LEPERS ON OUR STREETS.

There is another Honolulu lady residing in San Francisco who can add a chapter to the story of leprosy. She has been absent from the Islands for a year, and was not a little astonished when, a short time ago, she met a young lady, the daughter of a Honolulu tradesman, in the streets of San Francisco. It had been currently reported at Honolulu that the whole family had become infected with leprous poison, and on the face of this young lady there were plainly visible the tell-tale brown spots around the eyes, although face-powder had been generously applied.

"How did you get here?" asked the elder lady.

"Oh, I was smuggled aboard the schooner at night time. On the next day, when at sea, the Captain discovered that I was sick and I was taken out of the cabin. I was treated very roughly, but was allowed to land."

The name of this unfortunate young lady is suppressed, because her affliction is certainly sad enough. She further confided to the lady that the disease was making serious inroads into her system and that her extremities were becoming sore. It is not a pleasant subject for reflection, that persons with so dangerous and infectious a disease are walking at large in this city. There is a second young lady in this city, the daughter of a planter living in a valley in the neighborhood of Honolulu, who is also a victim of the disease. The case of the man who left for Massachusetts is also a remarkable one. He was discovered by a Hawaiian native a year ago in a store on Washington street, who saw at once that he had leprosy. This man's name was Charles Derby. For a year previous he had kept a photograph gal-

lery on Third street, near Market. The local physicians were puzzled as to the nature of his disease. But he himself knew only too well what his affliction was, for those who came in contact with him say that he would never touch anything with his bare hands, always using paper as a protecting cover. He had been forced to leave the Islands on pain of being sent to Molokai. When he left San Francisco for the East the disease had made much progress. His hands had swollen to double their natural size. These are a few of the cases that have come to light since the matter has been talked about among people who have and have had connection with the Hawaiian Islands.

The reporter who undertook to ascertain the truth of the many rumors interviewed a number of people, and from them he obtained statements, some of which, especially those concerning the moral life of the natives, are of such a nature as to make them wholly unfit for publication. That disease is caused by immorality, incestuous marriages and close intermarriages seems to be admitted on all sides. All who were interviewed naturally object to appearing in print as authority for such shocking statements as they made, for they do not care to appear as disclosing matters which are open secrets at Honolulu. Mrs. McKinley indeed was free to confess that her husband had taken alarm and that he felt the necessity of immediate action on the part of the United States.

THE LAZAR.

Another gentleman, who has been in close relations with Dr. Fitch, the Molokai leper physician, referred the reporter to the files of the Honolulu papers.

"You will see there," he said, "that the Government

has just granted the privilege to a white leper on Molokai to issue marriage licenses in the colony. Think of it; there are 800 human beings rottening piece-meal into their graves, who are allowed to marry and bring forth children, who are born with leprosy on their brow; born to die a putrefying death. This colony of 800 is left alone to die without aid or help for twenty-eight days of each month. The doctor visits them only once a month and then he stays two days. He then attends to 800 sick people. Some time ago an attempt was made to appoint a resident physician, but it was not done and the lepers are permitted to drag their rottening putrefying bodies over the Molokai rocks without aid, forsaken by friend and foe, with nothing before them but a slow, sure death. Can any one conceive anything as monstrously inhuman? There are whites and natives—men, women, children—of all ages, of all conditions, but all putrefying, their limbs falling off piece by piece, and not a medical man near, no one to alleviate their sufferings, to cheer them up and offer them a cup of water when their own hands shall have dropped off before they themselves drop into eternal sleep. There is one unafflicted person on the island, and he is a Catholic priest who has made his attendance a labor of love. Shortly after Christmas the leper superintendent expressed his gratitude for food and clothing sent them in these words: 'We have sixty-eight boys and forty-three girls, who were made happy by your present, besides some women, who were really in want.' Dying day by day and inch by inch, these poor creatures were still in want.

INFECTED ISLANDS,

"Dr. Fitch says that the extent of the disease in Honolulu is little suspected. In one day, he once told me, he

could gather in another 800. In the hotel at which I was stopping he pointed out two; in the royal band there were five, he said, and in the army, numbering sixty soldiers, there were fifteen. From the hotel he pointed out a house occupied by a native family. The father and mother had already been removed to Molokai. The children were looking over the fence, and on their faces I could see the white ointment which the doctor had applied. They were still in the first stages of leprosy. Not long ago one of my friends showed symptoms of the disease. He went to the United States, and staid six months. I saw him but once after his return, and his face was already thick and swollen. The natives care little for the disease, but they dread Molokai, the living grave, and when sick they hide themselves. All possible means are used to prevent being sent there, and political influence is only too often strong enough to grant exemption. And therein lies the danger. The disease is known to be infectious, and there are strong grounds for suspecting that it is also contagious. It is high time that the United States Government should take action. The ratio of increase during the last ten years has been frightful. It is now in nearly every native family, and also in that of a number of Caucasians. It has laid hold of the white blood, and no one knows where it will stop. The more it spreads the less care is exercised. The Government appears to think little and care less. It seems to think the task of collecting the lepers too great, and hundreds of cases are allowed to remain in town. The traffic with other nations continues unrestricted. The merchandise is handled by leprous hands there and by healthy hands here. On the wharves, in the streets, the cane mills, the sugar fields—in short, everywhere—leprous workers find employment,

distributing the poison and aiding to spread the disease. I am convinced that within five years the Islands will have to be declared a lazaretto, and that all outward communication will have to be prohibited."

The experience of Mrs. McKinley is also worth relating. She had secured a healthy looking native woman as seamstress. The woman continued at work for several days when she suddenly informed her mistress that the time at which she usually visited the doctor had arrived.

"But what do you wish to see the doctor about?" asked Mrs. McKinley.

"Oh, I am treated for leprosy," said the girl, quite unconcernedly.

She was allowed to go the doctor, but she was not allowed to return. At the time of the sailing of the City of New York Dr. Fitch had a large number of patients under treatment. He declared that there was not a native woman on the island free from the taints of the disease. In his opinion the disease was an advanced stage of syphilis, of the same type as that which ravaged Europe during the Middle Ages. In medical circles at Honolulu opinion is divided as to whether leprosy is contagious or not. It is infectious to a high degree, and so much so that the poison can be conveyed by the touch, as by handling bales or boxes of merchandise, using the same doorknobs, and so forth. According to Dr. Emerson, who also has had extensive experience with the disease, it shows itself first in a pain in the bones and a general lassitude of limbs. This is almost always accompanied with an ulcer on the foot. Then the brown spots around the eyes and on the arms appear and the tips of the ears begin to swell. The disease next attacks the extremities. Outwardly the flesh looks healthy

enough, but it soon loses the sense of touch. A pin or a lancet may be run through the affected parts without pain. It is the general practice of the Kanakas to test the progress of the disease by running pins into the affected parts. There is no decided outward sign until the flesh begins to swell. It forms in ridges like the skin of an elephant. The fingers and toes then begin to drop off, and often whole limbs fall to pieces. Dr. Fitch related a case where, by taking hold and squeezing the heel of a patient, he had pushed every bone out of the leper's foot. Such subjects, of course, are entirely helpless, but they do not die as long as food is given them. The progress of the disease is varied. It has shown itself in one year, and in some cases and in some cases only after seven years. In some instances it attacks the children and then the parents, and at other times vice versa. But wherever it shows itself there is no further help. Within the past five years the poison seems to have gained virulence.

THE HAWAIIAN PRESS.

A portion of the Hawaiian press has become thoroughly alarmed. It feels compelled to be outspoken on the subject. It knows the situation to be most grave and there is no escape from acknowledging that to be a fact. The *Saturday Press* of January 20, 1883, used the following language in a leading article:

"What will it avail us if we labor and scheme and plead to secure a renewal of the Reciprocity Treaty and neglect the terrible scourge in our midst which threatens every day and night to invade in the most insidious and mysterious way the purity of every home in the country? The history of the past warns us to beware of the future. Instances not a few can be recalled by many here where innocent children,

young men and maidens, besides numbers in adult life, all of pure Anglo-Saxon blood, have been sacrificed to the demon leprosy—a demon from whose embraces the Hawaiian race has not the power nor the will to flee, for it has spread over the length and breadth of the land like a huge octopus, reaching out its slimy arms into every fertile valley and onto every green plain."

The Hawaiian *Gazette* of January 31st makes the following revelations:

"In what other country in the world would a healthy woman marry a leper? And yet such a thing has happened here, Twenty-five years ago there were not one hundred lepers in this country; just now at a moderate estimate there are fifteen hundred or two thousand."

Is it necessary to add more?

OFFICIAL DEPARTMENT

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENEDNT.

DEAR SIR: No School District is entitled to receive any apportionment of State or County School moneys which has not maintained a public school for at least six months during the next preceding School year, unless the district is a new one, formed by the division of an old one, and school has been maintained in the old district before division and in the new after eight months in all; or unless the district has been prevented from maintaining school by fire, flood or prevailing epidemic.

DEAR SIR: Yours of Feb. 25th is at hand. Section 1617 of the Political Code provides that the Trustees of a School District have power to make arrangements with the Trustees of any other district for the attendance of such children in the school of either district as may be best accommodated therein. It is a matter left to the discretion of the district, and they are not compelled to admit to the school the scholars residing in other districts. You had better see the Trustees, and if you can give a good reason therefor, they will probably admit you to the school.

DEAR SIR: If the County Superintendent has written to you in response to your letter that the district in which you have been teaching has not lapsed, there is no reason

for you to write to this office in regard to the matter, for the Trustees must obey the directions of the County Superintendent.

You say further that, believing the district to have lapsed, the Trustees have written for a teacher to take your place. If the district has lapsed they cannot do this upon the ground that the district has lapsed; for in a lapsed district no school can be taught.

DEAR SIR: Section 1575 of the Political Code says: "Every School District must be designated by the name and style of '——— District (using the name of the district), of ——— County;' and in that name the Trustees may sue and be sued," etc.

In regard to the liability of public officers, the following language is used in the case of Leck vs. Madden, 36 Cal 213: "That public officers should be held to a faithful performance of their official duties, and made to answer in damage to all persons who may have been injured through their malfeasance, omission, or neglect to which the persons injured have in no respect contributed, cannot be denied."

This language was used in an action brought upon the official bond of the defendant to recover damages sustained on account of his failure to perform his duty while holding the office of Clerk of the District Court of the Sixth Judicial District, in the matter of issuing a writ of attachment.

For further information and advice, I would suggest that it would be well for you to consult with your District Attorney.

DEAR MADAM: It would be illegal for the Trustees to use the Library Fund for the purpose of purchasing an or-

gan. It has been so decided a number of times by this office.

DEAR SIR: I agree with you in the construction of the law made in your letter of the 14th inst. As the new district formed by division of an old one would maintain school but six months—part of this time before and part after division —it would not be entitled to an apportionment.

2d. If the district is formed between this and July, and has at that time maintained school six months, and is then divided, the new district formed by division will be entitled to no apportionment. But one apportionment will be made, and that to the old district.

DEAR MISS: Books which are not on the list adopted by the County Board of Education cannot be paid for out of the Library Fund.

DEAR SIR: The following is one of "the rules and regulations of the Public Schools of California," to be found on page 65 of the School Law, and it must be enforced:

"1. Every pupil is expected to attend school punctually and regularly; to conform to the regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers and kind and obliging to school-mates; to refrain entirely from the use of profane and vulgar language, and to be clean and neat in person and clothing."

And to disobey these rules and to act in disobedience and open defiance of the authority of the teacher constitutes good cause for expulsion, and the pupil so acting should be expelled from the school. See Sec. 1685 Political Code.

DEAR SIR: Your favor of the 25th is at hand. You say: "Can pupils living in District 'A' and who attend in District 'B,' thereby causing the attendance in 'A' to fall below the legal minimum, be legally compelled to resume attendance at 'A?' These pupils attend in District 'B' without any agreement of Trustees."

Section 1617 says that the Trustees have power "to make arrangements with the Trustees of any other district," etc. As no such arrangement has been made, the pupils referred to have no right to attend in District "B," and the proper officers must exclude them from the schools of that district.

In regard to their attendance in District "A," see the provisions of an "Act to enforce the Educational rights of Children," page 47 School Law. It is the duty of children, with some exceptions, under the provisions of this Act, to attend.

DEAR SIR: Yours of the 29th is at hand. Subdivision fifteenth of Section 1543 of the Political Code provides: that the County Superintendent "shall, unless otherwise provided by law, in the month of July of each year, grade each school; and a record thereof shall be made in a book to be kept by the County Superintendent in his office for said purpose. And no teacher holding a certificate below the grade of said school shall be employed to teach the same." Sec. 1696, Subdivisions *first* and *second*, provides that the teacher shall, "before assuming charge of a school, file his Certificate with the County Superintendent. On taking charge of a school * * * immediately notify the County Superintendent of such fact."

The teacher employed by you filed with the County Superintendent her second-grade certificate, and notified him

when school opened. The records of the Superintendent show the school to be a first-grade school. Upon these facts alone the Superintendent would not be warranted in paying for the seven days during which the teacher taught; for it was the duty of the teacher to have known the grade of the school which she was employed to teach. But the County Superintendent went further, and at the end of seven days notified both Trustees and teacher that the school was a first-grade school, and that the teacher could not be continued, and thus saved her from teaching longer in a school in which she could not be paid. I cannot see that the teacher has any ground for grievance. The public records in the Superintendent's office are a notice to all.

HON. W. H. JORDAN, Member of Committee of Ways and Means of the Assembly.

DEAR SIR: I write to you as a member of the above Committee. I learn from the State Controller that the Chairman of said Committee is unwilling to provide in the Tax Levy Bill for more than $1,300,000 per annum for each of the next ensuing two years for the State School Fund. That amount is insufficient to carry on the Public Schools properly. It was insufficient when established by the last Legislature; it is insufficient now, and will become progressively more so during the next two years. The natural increase in the number of census children is great, and there is a large *im*migration coming into the State which must be provided for. Economy of public expenditures is certainly the duty of the Legislature, but efforts in that direction should not take the shape of insufficient supplies for the education of the people. Following the indication of

the Statute on the subject, of $7 per census child, there should be collected from the tax $1,649.704.

I beg leave to call your earnest attention to this subject; to ask your exertions, as a member of the Committee and of the Assembly towards procuring an adequate sum for education, and to ask you to be good enough to read this letter to the Committee of Ways and Means to your House.

Respectfully your obedient servant,

WM. T. WELCKER,
Superintendent of Public Instruction.

STATE BOARD OF EDUCATION.

The State Board of Education met at the office of the Supt. of Public Instruction, at 10 o'clock A. M., March 24th, 1885. Present, Governor George Stoneman, Professor William T. Welcker, Superintendent of Public Instruction; Professors C. H. Allen and Ira More, Principals of the State Normal Schools.

The minutes of the previous meeting were read and approved.

Professor Welcker introduced the following resolution:

Resolved, That the Secretary of this Board be directed to request the Attorney-General to furnish this Board with his opinion as to whether the Principal of the State Normal School at Los Angeles is a member of the State Board of Education.

Carried.

A communication from W. H. V. Raymond was read, asking the Board for employment in the compilation of the new books. Placed on file.

Professor Allen moved that the Secretary of the Board be directed to change the record for the 23d of July, 1878, in such a manner that the name of J. H. Bodkin shall read John J. Bodkin, as it appears that the correct name is John J. and not John H. Bodkin. Carried.

Professor Welcker moved that diplomas be granted to George W. Gretter and Wm. F. Eastwood upon the receipt of their recommendations duly corrected, Carried.

Professor Allen moved that no diploma be granted Wm.

A. Houghton, as his application is not accompanied with a proper first-grade certificate. Carried.

Professor Allen introduced the following resolution:

WHEREAS, The following persons having complied with the requirements of law, be it therefore

Resolved, That life diplomas be granted them as follows: Wm. F. Eastwood, W. Fred Main, David T. Seeley (duplicate), Annie M. Johnson, Alice J. Dudley, Jessie Forsythe, James J. McConnell, Josephine Rockwood, Mary W. Curtis, Clara J. Bigelow, Peter T. Riley, William J. Rodgers, Carl E. Marshall, Charles W. Moores, Lizzie A. Packard, Marie D. Cole, Samson C. Phipps, Ruliff S. Holway, Sue V. Heard (duplicate), Thomas W. Power, Laura E. Wilkes, Jennie R. Bush, Thos. Brady, J. S. Hammond (duplicate), Elizabeth J. Gibson.

Educational diplomas were granted to the following: Ida V. McDonald, Albert M. Armstrong, Marion W. Woodard, Lolita C. Winchester, Fanny Morey, Alice J. Clark, Catrina Murch, Eugene R. McDonald, Carrie E. Berdine, Alice Bunnell, Minnie Englebright, Denver Sevier, Carrie Gray, Finis W. Guthrie, Jennie D. Metcalf, Lillian Bowers, Clara E. Aull, Marie E. Brooks, Amelia A. Ingalls, Fannie A. McPhail, Mary H. McLean, Annie F. Russell, Alice L. Staples, Simeon A. Davis, Victorine M. Rachlet.

The applications of Abby M. Frater and Anne D. Maxwell were laid over until the first grade certificates of the applicants shall have been laid before the Board.

At this point of the proceedings, the opinion of the Attorney-General was received, stating that in his opinion the Principal of the Branch State Normal School, Professor Ira More, is a member of the State Board of Education.

A communication was read from A. L. Bancroft & Co.,

of San Francisco, making an offer of cuts for text-books, which was placed on file for future consideration.

Professor Allen moved that Cottyer's Elements of Universal History for Higher Institutes in Republics be placed on the list of books recommended for libraries. Carried.

Professor Welcker moved that the Controller be called upon to inform the Board whether he would draw his warrant to pay for more arithmetics than are provided for in the Act entitled, "An Act to provide for compiling, illustrating, electrotyping, printing, binding, copyrighting and distributing a State series of school text-books, and appropriating money therefor, approved February 26, 1885."

In response to the above request the Controller appeared before the State Board and stated that his present impression was that he would not feel authorized to draw his warrant for more arithmetics than are provided for in the Act.

Professor Welcker also moved that the State Printer be requested to inform the Board whether or not he would feel authorized at the request of the State Board to purchase stereotype plates.

In reply the State Printer said he would not feel authorized to do so, with the sole exception of cases where the State Printing office was not prepared to do the work.

At the afternoon session the Act providing for the compilation of a State series of text-books was taken up, read carefully by sections, and each was discussed at length as to it full meaning.

A letter was received from the Secretary of the Women's Christian Temperance Union asking that in the compilation of readers and physiologies the subject of temperance be not forgotten.

R. C. O'Connor, of San Francisco, desired to make a text-book on double-entry bookkeeping.

Several other communications were read and placed on file for future consideration.

On motion of Governor Stoneman, it was ordered that proposals be received for the furnishing of manuscript or printed texts for three readers, one speller, one arithmetic, one grammar, one history of the United States and one geography, as prescribed in Section 1 of "An Act to provide for compiling, illustrating, electrotyping, printing, binding, copyrighting and distributing a State series of school text-books and appropriating money therefor," approved February 26, 1885. Proposals will be received until the 1st day of June, 1885, and should be addressed to William T. Welcker, Secretary of the State Board of Education, at Sacramento, Cal.

The motion was carried by the following vote: Ayes—Stoneman, Welcker, More—3. Noes—Allen—1.

At 5:30 P. M. the Board adjourned to 10 A. M. March 25th, 1885.

The State Board met pursuant to adjournment at 10 A. M. on March 25th, 1885. All of the members were present.

Professor Allen introduced the following resolution:

WHEREAS, Section 7 of the Constitution, relating to text-books, devolves certain important duties, said duties being of a special and not of a general character; and whereas, we are, as we believe, under the article referred to, constituted sole judges of the nature and number of text-books that the State Board shall publish, this decision being of the nature of expert duty; and whereas, we fully recognize the fact that we, and not the Legislature, are held responsible for

the whole manner in which we discharge the duties arising under said section; and whereas, the Legislature, by Chapter VIII., Section 1, of the laws of 1885, "An Act to provide for the compiling of text-books," restricted our work in important particulars, and that under these restrictions we cannot, in our opinion, prepare text-books upon arithmetics, grammars or geographies that will be satisfactory to ourselves or acceptable to the State; therefore,

Resolved, That, at present, we will proceed with the work only upon readers, spellers and a history of the United States.

The resolution was lost by the following vote: Ayes—Governor Stoneman, Professor Allen—2. Noes—Professors Welcker and More—2.

Professor Allen then introduced the following resolutions, which were unanimously adopted:

Resolved, That the Board will, in pursuance of Section 2, Chapter 8, of the Act to provide for compiling text-books, until June 1, 1885, receive, and at the end of that time consider any and all propositions for furnishing, as a free gift, compilations and copyright of one or more of the series of text-books prescribed in Section 1 of said Act of the Code, to wit: Three readers, one grammar, one speller, one history of the United States, one arithmetic, one geography.

Resolved, That if, when such proposals are considered, it shall be found that any of the works hereinbefore mentioned are not tendered to the Board as a free gift, or that those tendered are not, in the opinion of this Board, of the first order of excellence, then the Board will consider plans and specimen pages of such text as may then be before them, and will fix the compensation to be paid for the text and copy-

right of such compilations on each of said subjects as may be accepted by the Board.

Professor More introduced the following resolution, which was adopted:

Resolved, That on or before June 1, 1885, any one willing to prepare a book or books of this series shall present an index or general scheme with specimen pages of such volume, together with the probable number of pages of such book, and the probable time required to prepare it for the press. He shall also present such evidence of previous work as shall satisfy the Board of his ability to complete the book at the specified time, or any other vouchers or evidences of special capacity which he may choose to furnish.

Professor Welcker moved that some person be appointed literary proof-reader and editor-in-chief; the duties of such a person to commence on June 1, 1885.

Professor Allen offered as a substitute the following, which was adopted unanimously:

Resolved, That a literary proof-reader and editor-in-chief shall be appointed at the next meeting of this Board, to commence work on the first day of June, 1885, at a salary of $250 per month.

The election of a proof-reader, as provided for in the resolution, was deferred until the next meeting, in order to give all aspirants for the position an opportunity to file their applications.

The following life diplomas were granted to teachers in Mendocino county: Mrs. Belle Young, John E. Hamilton and Mrs. Anna S. Reasoner.

Educational diplomas to teachers in the same county:

To James E. Pemberton, William P. Thomas and Miss Annie Malone.

The application of W. C. Cartmell was returned, owing to the fact that his first name was not given in full in the resolution of the County Board.

At 1:30 P. M. the Board adjourned.

EDUCATIONAL ASSOCIATIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

The next meeting of the National Educational Association will be held at Saratoga, N. Y., July 14–18.

Boarding rates are reduced. At Congress Hall board will be $2.50 per day; at about one thousand boarding places (private) it will be but one dollar per day. Railroad fares are reduced also.

It is earnestly requested that California and the Pacific Coast be suitably represented. Educators who may find it possible to attend are requested to communicate with

H. B. NORTON,
Councilor of California of N. E. A.

STATE TEACHERS' ASSOCIATION.

A meeting of the Executive Committee of the State Teachers' Association of California will be held in the parlor of the Palace Hotel, San Francisco, on the 23d of May, of the present year, at 10 A. M. It is earnestly requested that all members of the Committee be present, and that all persons having business to present will appear personally or by representation.

H. B. NORTON, President.

OUR COURTS OF JUSTICE·

After an assassin's crime has been triumphantly committed; after his first grim satisfaction is over, and his victim has been buried, a hunt is commenced for legal technicalities. It can scarcely be termed a "hunt," for any village attorney can pass a few hours in his library, and find or invent a cartload of them. Dear to the American Court is the dry, threadbare, venerable, time-worn technicality.

Equally dear is the new technicality. It is turned over and over, and inspected from various standpoints with professional enthusiasm. No botanist surveys a newly-discovered plant or flower with such profound gratification as the average American Court takes official cognizance of a new technicality. The attorney who cannot devise a technicality suitable for any phase of a criminal proceeding, should bury his empty head in a sandhill, and grow up to be his own monument. The old moss-covered technicalities are as dear to the American judicial heart as the dry bones of a fossil mamoth are to the infatuated natural philosopher. The aspiring legal practitioner surveys the judicial horizon with the same watchful care that the astronomer surveys the heavens, and the appearance of an important new technicality awakens in his bosom emotions similar to those that agitate the star-gazer on hailing the advent of a new planet.

To keep pace with the increase of technicalities requires incessant vigilance and large libraries. Moses could present laws to the whole world, and for all terrestrial time, condensed into so small a space that, printed on a slip of paper, they might be pasted in the bottom of a silk hat. The San

Francisco Law Library contains twenty or thirty thousand volumes, and yet our legal practitioners often turn away from it in despair, not being able to find in its whole vast collection the precise law book they want. Many lawyers keep themselves poor by the absolutely unavoidable purchase of law books, which might be more appropriately termed "technicalities bound in calf." To be able to higgle over a technicality in learned style, to expatiate with due solemnity on all its banyan-like ramifications and fluently quote moldy and moth-eaten opinions relative to some similar technicality, is really the path to legal success, and every lawyer knows it. The powerful mind controls the weaker one, and the bold attorney frequently has occasion to wonder at the ease with which the brain of a "learned Judge" has been muddled.

Every State Legislature is a mill for incessantly grinding out new laws, which must all be construed and expounded in turn, and each of which brings forth its crop of decisions and technicalities with the multiplying powers of a grain of mustard seed. The bearing of the laws of one State on the laws of another State must be expounded, and the bearing of national laws on State laws must be expounded also. In almost every State in the Union appropriations are regularly made for the publication of what are termed Reports. There are New York Reports, Massachusetts Reports, Ohio Reports, Michigan Reports, Wisconsin Reports, and so on ad infinitum. These reports are grand depositories of technicalities. They contain the guesswork and opinions of multitudes of judges on all kinds of ingenious and infinitesimal points, and every year they grow larger in size and more boundless in number. A pile of them form a perfect arsenal of technicalities. When a shrewd lawyer springs a

new technicality on his opponent, procured from one of these five-dollar volumes, his opponent's case is temporarily hopeless. The usual recourse is to secure a delay on some transparent pretext, and hunt up enough "authorities" and "precedents" to upset that technicality and overshadow it with another one. If the Emperor of Japan should send a three-masted ship to San Francisco, and request that it be loaded with a single copy of each American law, and with all the decisions, opinions, dissenting opinions, digests, commentaries, recorded quibbles, and technicalities bearing thereon, that ship would sink so deep in San Francisco bay that the ablest shark in the Pacific ocean would never be able to find it. If a tenth part of our legal lore ever got to Japan it would tangle the Oriental mind in a hopeless maze.

In addition to the various State Governments engaged in propagation of legal technicalities by annual publications, there are countless private publishers engaged in the same business. They are all toiling in the same field, and helping to roll up the great mountain of technicalities that is gradually breaking the back of the Goddess of Justice.

Even when this vast conglomeration of disjointed law fails to meet a particular case, the sagacious attorney may turn to the legal lore of England, and grope through the legal fictions of a thousand years. Somewhere among the moldering rubbish he will find a valuable hint, or a technicality centuries old that can be galvanized into life, and he will be able to return to the charge with victorious vigor. When a civil case has been decided perhaps for the twentieth time in various Courts and manners, and is no longer to be higgled over, it should not be stated that the victor has proved the justice of his case. It would often be more correct to say that his lawyers have literally worn out the physical energies

of their opponents, or have finally brought about a total exhaustion of funds on the other side. Gold is a leading factor in the search for justice, as well as a sinew of war. To the ambitious students of law the candid professor should simply hold up a technicality and exclaim: "By this shall ye conquer."

Webster defines technicals as "those things which pertain to the practical part of an art or science." If the conviction of an arraigned criminal is the purpose of a trial the definition does not apply to legal technicals. If the acquittal of a criminal is the purpose of a trial it applies exactly, for the practical part of the legal science appears to be to see that no rogue who can raise money shall ever be adequately punished. "Better that nine guilty persons shall escape than that one innocent person shall suffer" was once the noble adage of Anglo-Saxon law. Imperceptibly it has been changed. It should now read: "Better that a thousand cut-throats should go unpunished than that a single worthless technicality should be unobserved." Justice has long been blind. If she could get one eye open and grow deaf, it would be a blessed thing for the American people.

Suppose our judicial system continues precisely as it is at present for five hundred years. How unhappy will be the fate of the people who live then! Imagine the massive fifteen-story buildings that will have to be constructed all over the land to contain even a fractional part of the musty technicalities that will then be in daily demand. When no place can possibly be provided, in spite of merciless taxation, for the storage of accumulated law books, the impoverished citizen will be turned out of doors to make room for them. "My children are homeless," he will exclaim, "but, thank God, they have plenty of law." Yes, America will then be

truly a land of law, but the chances are that the abode of Justice will be many a thousand miles away. Immense piles of accumulated law books will finally crowd her out of the country.

So gloomy a view may not be necessary. Some day, in sheer desperation, our law worn successors may fall back on the Ten Commandments, and make a grand bonfire of their legal lore and desiccated technicalities that will illuminate the continent from one end to the other. After the fashion of the Moslem caliph at Alexandria they may declare: "If these immense piles of law books, which it would require a hundred thousand years to read, agree with Moses, we do do not need them. If they disagree with him, they should certainly be burned." After that murderers like Guiteau will be very likely to get their necks stretched in a manner as summary as that in which they slew their victims. Courts will no longer virtually declare: "We know that the wretch before us is guilty, but how can we punish him when we know that there is a technicality in the way?" For the last time the world will hear of demurers, exceptions, objections, continuances, motions for three or four new trials, rehearings, appeals, re-appeals, writs of error, writs of *supersedeas*, and all other flummery and dry bones of a perfectly worthless judicial system.

EMPLOYMENT FOR SCHOLARS.

BY ELMER E. CAREY.

It is proposed by the writer to give a few ways by which children in the school-room may be kept employed; if busy with head and hand, order will be the result, which is the point most sought after by the average teacher. For a class in elementary geography the following plan will sometime bring peace to the weary teacher.

Let the teacher place a diagram on the board, as the following:

No.	Name.	Abv.	Capital.	Largest City.
1.	Alabama.	Ala.	Montgomery.	Mobile.
2.	Arkansas.			
3.				

Have the pupils draw the same form on their slates, *using their rulers*; in the first column, tell them to place the number 1 to 38; in the second, the States in alphabetical order; have the other columns filled out as indicated.

Correct the work in the class; then give them paper and have the table reproduced.

The schedule or table should then be copied into blank-books, which the scholars should have.

Lastly, the table should be learned perfectly, so that the teacher could give out any one of the words in the four columns, and the pupil could give you the corresponding names.

Example: The teacher propounds "San Francisco," and the pupil answers: California, Cal., Sacramento," etc.

During the time required to learn the table, other slate work could be given. Use the same form, but tell the scholars to arrange in the first column the Capitals in alphabetical order, and fill out the other columns accordingly. Then the table would commence thus:

"1. Augusta, Me., Maine, Portland."

When the change had been satisfactorily accomplished, let the table be filled out, placing the largest cities in the leading place, thus:

"1. Baltimore, Md., Maryland, Annapolis."

A similar plan can be used with the Territories, and the countries of other grand divisions, but in the latter case it is not advisable to have any more learned than the capitals.

The counties and county seats of this State can be arranged in the same way, using but two columns in the diagram, with proper headings. The counties will furnish two tables; in one arrange the counties by the alphabet, and in the other place the county seats in the first column on the same plan. The pupils should be required to learn this table.

A NOVEL LESSON IN ARITHMETIC.

It sometimes happens that an advanced class becomes somewhat rusty in the four fundamental rules of arithmetic; a series of examples modeled after the following will afford the required drill, and the scholars will not suspect that they are having a review of addition or multiplication. A few of the questions should be placed on the board each day.

1. What is the combined height in miles of the ten (10) highest mountains in North America?

2. What is the combined length of the five (5) longest rivers?

3. How many times greater is the area of California than Rhode Island?

4. How many townships in California, Nevada and Oregon?

5. Give the combined population of the ten largest cities of the United States.

6. London is how many times greater in size than San Francisco?

7. How many miles is it from the northern boundary of California to the south pole?

8. Subtract the population of San Francisco from the population of California, and multiply the result by the number expressing the time in days that was required by Columbus in first crossing the Atlantic.

The pupils are to obtain the required data for solving the examples from their text-books, and no assistance should be given by the teacher. If a majority of the class obtain the same answer to a question, the answer obtained is probably correct, and it is not necessary for the teacher to solve the example.

EMPLOYMENT FOR THE GEOGRAPHY CLASS.

The following is another exercise that will keep scholars at work, besides being a help in learning the geography lessons.

The teacher will place the following diagram on the boards, to be reproduced by the scholars on their slates or paper. In the naming column the teacher will write a list of promiscuous names taken from the map, about which the scholars are studying. In our example, the map of the New England States is chosen to illustrate the plan.

New England States.

NO.	NAME.	WHAT.	WHERE.	REMARKS.
1.	Kathadin	Mt.....	Me.	Detached.
2.	Boston	City.....	Mass.....	Largest.
3.	Connecticut..	R.	.....	Longest.
4.	Concord	City.....	N. H....	Capital.
5.	Mt. Desert...	I.	S of Me..	Summer resort.
6.	Cod	Cape.....	Mass.....	.....
7.	Long Island..	Sound ...	S of Conn	.....
8.	Washington...	Mt.	N. H....	Highest.
9.	Buzzard's	.....	.....	.....
10.	.....	.....	.....	.....

The work for the scholars is to fill out the explanatory columns by referring to the map. By writing the names on the board, the scholars must do all the work of finding the places on the map.

Should the teacher not have time to copy the names on the board, the scholars can be required to write in the first column all the names on the map that commence with A; then all that commence with B, and so on, filling in the other columns as the case may require.

In the class the teacher can ask each one how many names he or she has which commence with A; if John has ten names and Mary six, then Mary has not attended strictly to business.

It is not objectionable to have this table learned by the scholars in elementary geography; the older pupils could do the same work from their maps, but it is useless to have the scholars remember all the places, rivers, etc., located on the maps of an advanced geography.

No definite directions can be given for filling out the last column; in many cases it might be left blank, unless the part of the State or country which was occupied could be given, by using the terms "northern part," "central," etc.

When a table or diagram is complete, it should be copied into the blank-book by the pupil.

A HISTORY EXERCISE.

On examining the index of any ordinary school history it will be seen that a list of about one hundred names will comprise those who are most noted in the annals of our nation. The list will comprise discoverers, explorers, generals, inventors, authors, statesmen, orators, and presidents.

Scholars in history should have some definite knowledge of each noted personage; teach but little, but teach that little well. My plan is to check off in the index to the text-book the most noted names; give the class a few each day, and require them to find out all they can about each name. Who was he? When did he live? If an officer, tell on what side, and in what war. If an inventor, what did he invent? What did he discover? etc.

When the scholars have exhausted their stock of information, the teacher should condense the same into one, two, or three sentences, as the case may require. This condensed answer is to be written after the name in the blank book for future use. The following is a suitable form in which to preserve the names and the remarks about each.

They are a few of the names taken at intervals from the list I have used with my class; the names should be numbered regularly to assist in assigning lessons. Such a list should be learned either as it is being compiled or when completed. I am afraid some teachers will get into trouble by giving too much explanatory matter; but if only a sentence or two is given about each name, it will answer the purpose better than a whole biography.

No.	Name.	Remarks.
47	Thomas Jefferson.	The third President of the United States.
49	John Paul Jones.	A famous naval officer in the Revolutionary War. He was in the service of the Americans, although born in Scotland.
50	Lafayette.	A French nobleman who fought with the Americans in the Revolution.
51	Abraham Lincoln.	He was twice elected President of the U. S., and issued an order during the Civil War freeing the slaves. He was shot while serving his second term.
52	James Madison.	He was the fourth President of the U. S.
53	Magellan.	A Portuguese navigator who discovered the Straight of Magellan; he died on this voyage, and his sailors made the first voyage around the earth.
54	Massasoit.	An Indian chief who made a treaty of peace with the Pilgrim Fathers.
55	Gen. McClellan.	A Union officer in the Civil War.
66	Pizarro.	A Spanish soldier who conquered Peru.

A fact once learned is like an island in the sea: as the island constantly receives drift matter, and thus adds to itself, so any fact once fixed in mind serves as a starting point about which other facts will gather without assistance on our part. This applies very forcibly to the study of history; the pupil needs to have several starting points well in mind. Everything he learns should be referred to something else, so that one point will call up another.

BOOK NOTICES AND CLIPPINGS FROM THE REVIEWS.

With all her other troubles—in Egypt and Ireland and Asia—old England has also been passing through a serious agricultural crisis, in which the ancient proverbial expression "as good as wheat," lost its force, for the price of that commodity touched the lowest point it has reached in the life of this generation. What brought on the crisis, what were its effects, and what remedies have been proposed, are questions that concern the American almost as much as the Englishman, whether he be a producer or a consumer of wheat; and they are very ably and clearly dicussed in an article by William E. Bear, editor of the Mark Lane Express, in the North American Review for April. In the same number' Charles Dudley Warner presents an interesting "Study of Prison Management," while Robert Buchanan, the English poet, discusses "Free Thought in America," T. V. Powderly "The Army of the Discontented," and Prof. Hunt, "How to Reform English spelling." The other articles are: "The Law's Delay," by Chief-Justice Thomas F. Hargis, and "Characteristics of Persian Poetry," by A. R. Spofford. But what will probably attract the most immediate attention in this number is the new department of "Comments," consisting of brief criticisms of articles that have appeared in the Review. Murat Halstead's political article in the March number is here discussed by three writers—a Democrat, a straight Republican, and an Independent Republican. Richard H. Stoddard comments with a good deal of feeling on Max Muller's "Buddhist Charity," and other correspondents take this pleasant opportunity to offer a single

thought where an extended article would, perhaps, find neither room nor readers.

The Atlantic Monthly for April is a remarkably good number. Its serials by Craddock, Mrs. Oliphant and Miss Jewett progress admirably, and Dr. Holmes adds the attraction of a poem called "The Old Song" to his installment of "The New Portfolio." The papers on Madame Mohl are also continued, and an essay on "Time in Shakespeare's Paly," by Henry A. Clapp, forms a pendant to a former article on "Time in Shakespeare's Comedies." A delightful paper entitled "George Frederick Handel: 1685-1885," by John S. Dwight; "Political Economy and the Civil War," a study by J. Laurence Laughlin; a story called "Fate Dominant," by F. R. Stockton; "An Unclassified Philosopher," a sketch; and a paper on the sparrow, by Olive Thorne Miller, are the other attractions of the number. The poetry comprises "Fiammetta," by Helen Gray Cone; "Cressid," by Nora Perry; "The Strange Guest," by Edith M. Thomas; and "Easter Lilies," by John B. Tabb. There are also reviews of recent poetry by Browning, Tennyson, and Swinburne, and of Gosse's edition of Gray's Works, together with the usual Contributors' Club and Books of the Month. Houghton, Mifflin & Co., Boston.

THE CAPTURE OF NEW ORLEANS.

From *The Century* War Papers we quote the following from the paper of George W. Cable, on "New Orleans before the Capture," in the April number: "What a gathering! The riff-raff of the wharves, the town, the gutters. Such women—such wrecks of women! And all the juvenile rag-tag. The lower steamboat landing, well covered with sugar, rice, and molasses, was being rifled. The men smashed; the women scooped up the smashings. The river was overflowing

the top of the levee. A rain-storm began to threaten. 'Are the Yankee ships in sight?' I asked of an idler. He pointed out the tops of their naked masts as they showed up across the huge bend of the river. They were engaging the batteries at Camp Chalmette—the old field of Jackson's renown. Presently that was over. Ah, me! I see them now as they come slowly round Slaughterhouse Point into full view, silent, so grim, and terrible; black with men, heavy with deadly portent; the long-banished Stars and Stripes flying against the frowning sky. Oh, for the *Mississippi!* the *Mississippi!* Just then here she came down upon them. But how! Drifting helplessly, a mass of flames.

"The crowds on the levee howled and screamed with rage. The swarming decks answered never a word; but one old tar on the *Hartford*, standing with lanyard in hand beside a great pivot-gun, so plain to view that you could see him smile, silently patted its big black breech and blandly grinned.

"And now the rain came down in sheets. About one or two o'clock in the afternoon (as I remember), I being again in the store with but one door ajar, came a roar of shoutings and imprecations and crowding feet down Common street. 'Hurrah for Jeff Davis! Hurrah for Jeff Davis! Shoot them! Kill them! Hang them!' I locked the door on the outside, and ran to the front of the mob, bawling with the rest, 'Hurrah for Jeff Davis!' About every third man there had a weapon out. Two officers of the United States Navy were walking abreast, unguarded and alone, looking not to right or left, never frowning, never flinching, while the mob screamed in their ears, shook cocked pistols in their faces, cursed and crowded and gnashed upon them.

"So through the gates of death those two men walked to

the City Hall to demand the town's surrender. It was one of the bravest deeds I ever saw done.

"Later events, except one, I leave to other pens. An office from the fleet stood on the City Hall roof about to lower the flag of Louisiana. In the street beneath gleamed the bayonets of a body of marines. A howitzer pointed up and another down the street. All around swarmed the mob. Just then Mayor Monroe—lest the officer above should be fired upon and the howitzers open upon the crowd—came out alone and stood just before one of the howitzers, tall, slender, with folded arms, eying the gunner. Down sank the flag. Captain Bell, tall and stiff, marched off with the flag rolled under his arm, and the howitzers clanking behind. Then cheer after cheer rang out for Monroe. And now, I dare say, every one is well pleased that, after all, New Orleans never lowered her colors with her own hands."

E. P. HEALD, Pres't. C. S. HALEY, Sec'y.

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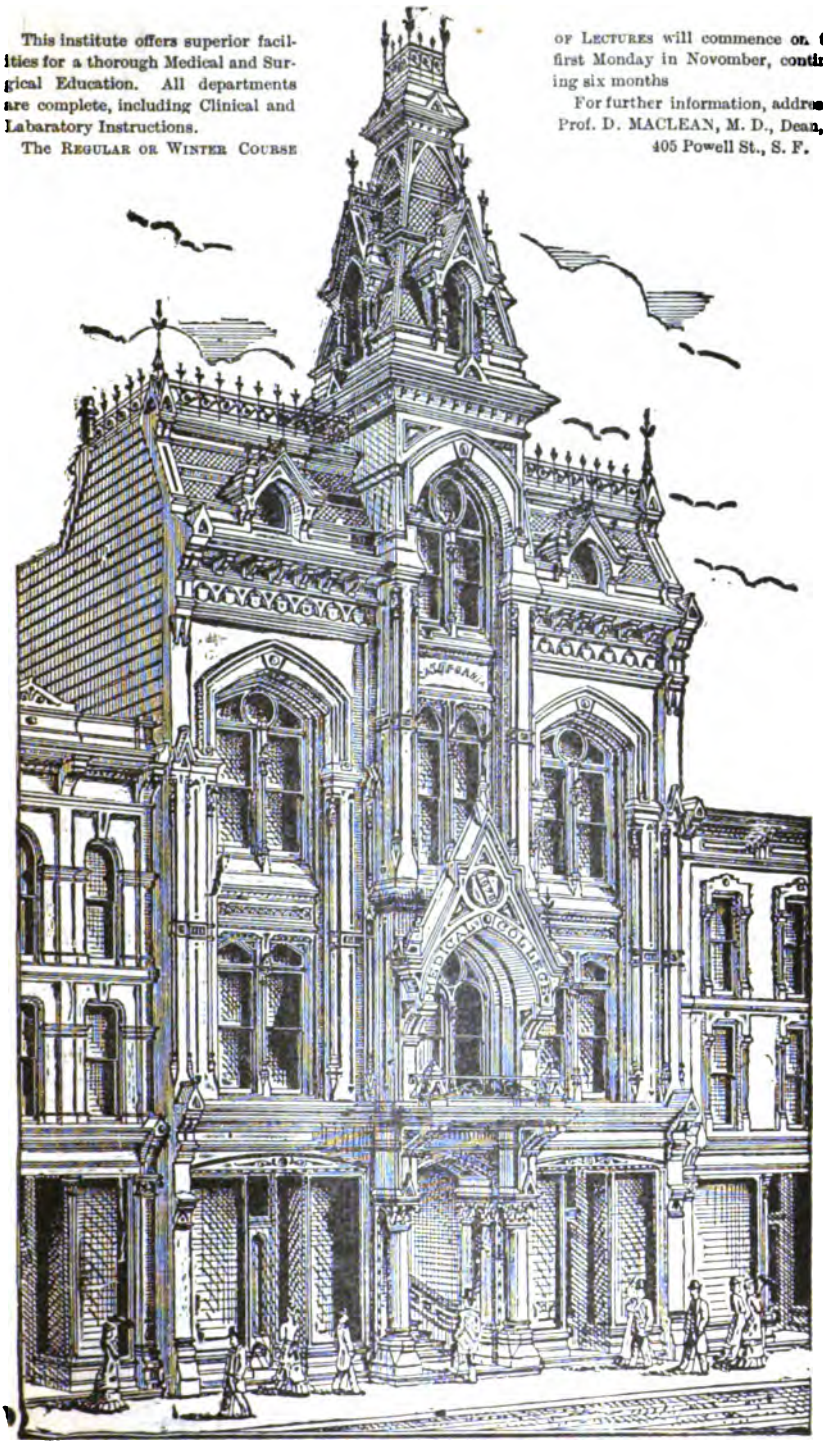

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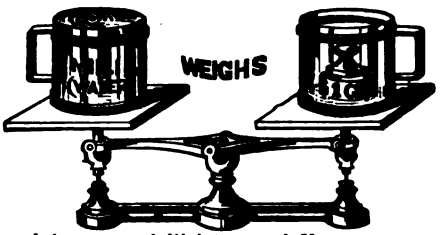

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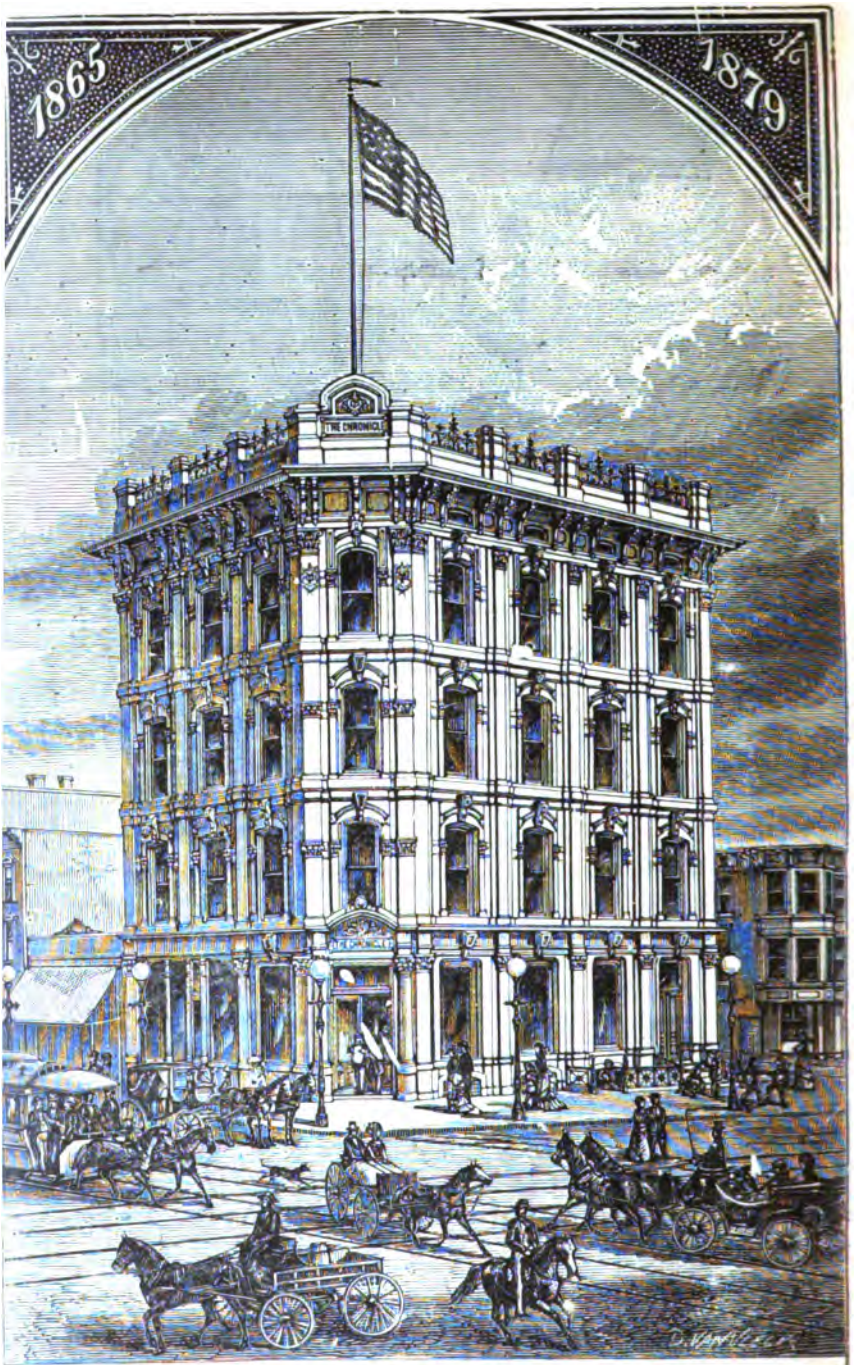

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THE CRIME OF ENGLAND.

Right-thinking men of whatever nationality are opposed to unlawful violence and irresponsible secret assault. Murder can find few defenders in America, whether such murder be perpetrated by the dagger of the assassin or by purchased witnesses and a packed jury. But I defy any American citizen, I care not what may be his politics or religion, to read Irish history, past and present, and not feel his blood boil with indignation, and his judgment incline to regard without much censure the Irishman who longs to bring a knowledge of the science of explosives to bear upon the stolidity of the British government and the solidity of British government buildings. When I say Irish history, I

do not mean such history as written by English pens. I do not mean Irish history as concealed by the cunning sophisms of Froude, nor as distorted by the careful omissions of Hume, nor as softened and decorated by the splendid rhetoric of Macaulay; but Irish history as told in the dry and unpalliated records of English parliaments and courts; Irish history as written with English bayonet-points upon the soil of a devastated land; Irish history as recorded in the brave utterances and braver acts of the long line of heroes and martyrs who have baptized Ireland with their blood and rendered her name glorious with their memories.

Several hundred years ago England invaded and conquered Ireland, and the simple fact is from that time until the present hour England has been in a condition of practical armed occupation of Ireland.

Sometimes under general laws, sometimes under special laws, sometimes without any laws at all, the invader has ever since kept his yoke upon the neck of the vanquished, and the vanquishsd has never ceased to seek an opportunity to throw off the yoke. To the everlasting honor of Irishmen be it said that there has been no century without an insurrection against England, and no generation without plot and continuous civil disturbance. Other peoples who have been conquered by England have assimilated with the conquerer or acquiesced in his rule, but the Irish people would never do either. Scotland, the Channel Islands, India, Canada, and the Antipodes all yield unquestioning, or at least peaceful, allegiance to the British crown, while Ireland is still as alien in spirit as in the days of Brian Boru. Pat would not celebrate the opening of a free bridge across the Styx into the streets of the New Jerusalem, if the ceremonies happened by accident or design to fall on the Queen's birthday.

This is partly the cause and partly the effect of the severity of English methods of dealing with Ireland. Never since Carthage was destroyed by Rome has there been exhibited such cruelty, such rapacity and such brutal selfishness by the conqueror toward the conquered as has been displayed by England toward Ireland for seven hundred years. Religions have changed, conditions have changed, and the forms of oppression have changed, but the fact of oppression has remained unchanged. Civilization has not abated it, and time has not ameliorated it. The Agnostic now openly derides the churchman, and the store-keeper with his account-book has taken the place of the warrior with his mail; but the tyranny of England over Ireland remains the same as in centuries that have gone. Each generation of Englishmen have apologized for the acts of their ancestors, and each generation of Englishmen have invented new methods of oppression to take the places of those they abolished, until today the Irish peasant is as much the victim of English rapacity and brutality as was his ancestor whom the soldiers of Cromwell hunted from mountain to bog. A writ of eviction is often as sure death to its victim as a sword would be, and not so merciful. A packed jury and purchased witnesses will do the work of injustice and blood as thoroughly as they can be done by the more summary processes of non-judicial murder. Through all changes of plan England has never lost sight of the fact that the political power of a country is in the owners of its soil, and she has never ceased to so legislate and so administer her laws as to prevent Irishmen from owning Irish soil. She has never ceased to so legislate and so administer her laws as to prevent the prosperity of Ireland, and to cry halt to any Irish footstep which has turned toward Irish independence by the road of material

progress. This policy has been woven into the very fabric of English thought, and whether under Whig or Tory, Liberal or Conservative, Tudor or Stuart, Puritan or Cavalier, the House of Brunswick or the house of Hanover, the Georges or Victoria, Beaconsfield or Gladstone, the dominant idea of English statesmen has been that Irish manufactures must be prevented or destroyed, that all Irish industries except cultivation of the land must be discouraged, that the land must be kept from Irish ownership, and that Ireland must remain under the ban.

Whatever the future may bring forth, the record which England has made concerning Ireland is a record that can never be extenuated or effaced. In the palace of the Medicis, at Florence, stands a bronze statue representing Cain bending over the lifeless form of Abel. The face of the first murderer presents its awful lines exactly as they were modeled and graven hundreds of years ago. Since then nations have changed their rulers, their boundaries and their forms of rule; the map of Europe has been remodeled; dynasties have risen and fallen, and generations have lived and died; but the wicked and cruel expression which the artist placed upon the face of Cain remains as fresh as when Lorenzo the Magnificent first placed it in his palace beside the Arno. So stands Britannia in the gallery of the ages, with the record of her awful and continued crime against Ireland graven by the chisel of history upon her brow forever, and the waters of all the waves she rules can never wash out the tell-tale lines.

Let the reader imagine himself to be an Irish Catholic, living in Ireland under the laws which were enacted by England for the government of Irishmen less than two hundred years ago, and many of which existed and were inforced as

late as 1829. Then, as now, four out of five of the people of Ireland were Catholics, and then, as now, the laws for their government were made by a Protestant Parliament in London. Now, suppose yourself, dear reader, to have been born and brought up in Ireland, a Catholic in religion, loving your father's faith, and loving your native land. You were told, when a boy, that there was an Act of Parliament which provided that if you would abjure the religion in which you were brought up and adopt that of the Church of England, then your father's estate might all be settled upon you, and your father prevented from selling or mortgaging it. But somehow you did not take much stock in a religion whose advocates proposed to start you on your road to Heaven by inducing you to humiliate and distress your father and rob your brothers and sisters. You had to violate two out of the ten commandments, anyhow, to start with. You thought there might be a mistake about the accuracy of that guide-board to glory, and so you declined to apostatize. You grew to man's estate not very well educated, because your father did not think it right to send you to a Church of England school, where you would be required twice a day to repeat a catechism to the effect that you and all your family and friends were liars and scoundrels, deserving only to be hanged in this world and burned in the next.

A Catholic priest who was employed by your father as a private tutor was sent to jail for teaching you the multiplication table, and your father was promised six months' imprisonment in the county jail if he sent you to school in France or Germany. Notwithstanding these obstacles, you managed by stealth to pick up something of an education, and you looked about you for a vocation in life. A political

career was out of the question. You could not hope to become a member of Parliament, for that body had enacted that no Irish Catholic should be allowed a seat in the Parliament, or hold any office under the British crown. You could not become a judge, for no Irish Catholic was allowed a seat on the bench. You thought how grand a thing it would be to "sail the ocean blue," and in time wear an Admiral's hat; but they told you at the Admiralty offices that an Irish Catholic might die for England on the deck of one of her frigates, but he would have to die forward of the mainmast, and as a common sailor only. In the army, however, you could get a better chance. If you were properly abject to your superior officers, you might in time rise to the position of a recruiting officer, and assist in beguiling others of your race and faith into enlisting; but being an Irishman and a Catholic, though you had the ability of a Wellington and the bravery of a Marshal Ney, you could never wear the officer's shoulder-straps. About this time you were summoned on a jury; but as soon as you stated you were an Irish Catholic, your name was stricken from the list as ineligible. There was an Englishman who was willing to hire you as a gamekeeper; but being an Irish Catholic, you were not even to be allowed to sit under the hedge and watch his grouse. Then you gave up trying to procure any honest employment, and determined to become a lawyer; but the doors of every court-room, and every law-school, and every attorney's office, were closed in your face. You descended lower and lower, and you went over to London and tried to organize an American mining corporation—limited; but you found that Parliament had prohibited Irish Catholics from being members of corporations. As for embarking in any manufacturing business except the crowded

and unprofitable linen trade, that was out of the question, for the Act of Parliament would not allow an Irish Catholic to take more than two apprentices, and hampered him besides in many ways. Finding all trades, professions and careers closed against you, you concluded to go to farming. Your father's farm had been taken away from him upon some complaint made by an Englishman who fancied it. But there was an uncle of yours, a Protestant, living in England, who happened to own some land in Ireland. He died and left you the land; but you could not take it, because the law would not allow an Irish Catholic to inherit land from a Protestant. His widow then proposed to carry out her deceased husband's wishes and make you a present of the land. The law, however, would not suffer you, being an Irishman and a Catholic, to receive a gift of land from an English Protestant. Then your aunt offered to give you the money to buy back your father's house, but the law stepped in and prevented an Irish Catholic from purchasing any land that had been confiscated from an Irish Catholic. At last you found that there was one thing, and only one thing, that you could lawfully and safely do and keep out of jail, and that was to rent a piece of land and farm it; and then you would only be suffered to make by farming it a profit equivalent to one-third of the rent you paid. If you made any larger profit, you were required by law to pay over two-thirds of the excess to your landlord, or be evicted from the land. Accordingly you rented a farm for three hundred pounds a year, and went to work. You did your best as a law-abiding subject and an honest man to prevent yourself from making more than one hundred pounds' profit on the lease. Like Tim Moore in the farce, you went to work by a clock that was always too slow, and you quit work by a

clock that was always too fast. You took pains to leave the gates open and the fences down, so that the hogs could get into the potato field and the cows have a chance at the corn. You kept all the feast days and skipped all the fast days, and got drunk whenever you could. But, in despite of all your efforts to check industry and strangle thrift, nature was kind. Her suns and her showers kissed your fields as sweetly as those of your oppressors, and when you sold your harvests you had made something more than one-third of your rent. You paid three hundred pounds rent, and the law allowed you to make but one hundred pounds profit. You had, in despite of yourself, made seventy-five pounds more. You segregated fifty pounds of this sum to send to your landlord, but you fell ill and were detained a week; and in the meantime an English Protestant, who knew of your extra profit and coveted your farm, reported your failure to pay over the fifty pounds in time, and took possession of your farm, and the law sustained him. And the meanest part of the whole business was, that all Englishmen misconstrued your efforts to comply with the laws they had enacted to govern you, and went all over the world lying about you.

They had enacted laws to drive you out of all professions, all trades, and all forms of industry except tenant farming, and to force you to work only half time, and with half a heart at that; and after they had made you idle and unthrifty by their tyranny and wicked laws, then they said to the world: "Look at that fellow. He is an Irishman by birth, and that is a great misfortune; but he insists on remaining a Catholic in religion, and that is his fault. Look at the ruinous effect of worshiping God in a house with a particular kind of steeple upon it. Look at the destroying results of appealing to Christ crucified in a coat that buttons

up to the throat. In a word, look at the consequences of Catholicism. He is an Irish Catholic, and of course he does not know enough to work at anything but farming. He does not half work at that. He does not lay up any thing. He is idle and ignorant. He is not fit to be trusted with self-government; and it is therefore our Christian duty to continue to rob him of his liberty and his labor, to trample him under foot, and to drive him forth from the land where the bones of his fathers lay buried."

Fortunately you were a bachelor. You loved a pretty Protestant girl, and were beloved by her. You both desired to marry, but Parliament had enacted that any Catholic priest who united an Irish Catholic to an English Protestant in marriage should not receive either a ten-dollar fee or a kiss from the bride, but instead thereof should be taken out and hanged; and as no Catholic priest was willing to make this little sacrifice for you, you were compelled to remain in single blessedness. Your sweetheart might indeed have become a Catholic out of love for you, but that would have been bad for you, for you would have been accused of inducing or causing her to change her faith; and if found guilty of making her a convert to Catholicism, you would have been hanged.

All this sounds like a grotesque fancy sketch, does it not? It is but an unexaggerated illustration and summary of the laws which existed in Ireland after the year 1691, and many of which existed as late as the year 1829, when the persistence and tact and genius of the greatest orator, agitator and parliamentary leader of the century—Daniel O'Connell—wrested from the British government the reluctant concession of Catholic Emancipation.

Ireland has not since suffered under all the evils which

she endured prior to 1829, but she suffers to-day under evils which are the heirs and successors of the old ones, and which are almost as great. I shall attempt, before I conclude, to show what some of these evils are, and to criticise the course of the British government in persistently refusing to redress them. I say "British government," but the term is a misnomer; for that power which dares not in time of peace trust to its own lawful methods of rule; that power which legislates in brazen defiance of its own Constitution, first to pack a jury-box, and next to abolish trial by jury altogether, in order to punish the supposed perpetrators of a single and secret crime—such a power is, I repeat, not a government, but is a Vigilance Committee calling itself a government; it is a barbarism masquerading as a government; it is an unlicensed Juggernaut upon the highway of sovereign power; and its boasted Constitution is but a flimsy fair-weather concern, reminding one of those gaudy colored advertising umbrellas seen in front of the shops: the proprietor always takes it in when it rains.

Behold the naked iron hand of England choking the life out of Ireland from 1691 to 1829, and behold the same hand, with only a thin glove over its bloody knuckles, maintaining its clutch down to this present year of Our Lord, when Professor Goldwin Smith, in a magazine article, deliberately advocates the expatriation or extermination of Irishmen, and every English aristocrat and every American dude indorses the proposition.

Who shall dare say, in the face of all this history, that the Irish are disorderly, turbulent and murderous rebels, undeserving of American sympathy or American help?

I am an American, proud to trace my genealogy through generations of Connecticut Yankee ancestors, and loving

peace and order as well as freedom with all the instincts of the Puritan; but if I were an Irishman, with the recollection of the past and present wrongs of my race and creed ever resting upon my heart, though I would still recommend and support, as I do recommend and support, only peaceful, bloodless and constitutional measures of relief; though I would say then, as I say now, to him who sought to pursue other means: "Brother stop! the dynamite bomb is the weak and ineffective weapon of unwisdom; the aroused moral sentiment of the civilized world will prove a force more potent for Ireland's good than all there is of bursting shell and gleaming steel; let the avenging blade pause, let the turrets of Westminster stand—not that we hate England less, but that we love Ireland more;" yet even while such words of peaceful counsel were upon my lips, if I were an Irishman, might the avenging God smite the pulsing crimson back through its channels till these lips were as pallid as those lips of my famine-stricken countrymen, if my heart failed to throb with the passion of hate for the oppressor, and my soul failed to long for the hour when his flag and his footstep should cease to pollute the air and earth of Ireland.

There is a gulf between England and Ireland too wide for statesmanship to bridge, and too deep for works of atonement to fill. It holds in its murky depths the ashes of generations upon generations of martyrs whose memories live eternal in the hearts of their countrymen. How can the world ask Ireland to forget, or to be finally content with less than separation, complete separation, utter and eternal separation, from the alien rule which has benumbed her industries and murdered her people for seven hundred years? Around the world the morning drum-beat of Britain rolls in the ears

of the nations she has conquered, and the glint of her bayonets light the evening shadows where vanquished and unhappy races dwell. But among all who crouch upon the soils she has caused to be stained with blood and tears, none hate her with a more passionate and enduring hatred than the Irish people, and none have greater cause. Her flag is everywhere the symbol of unjust rule in the past and the sign of living oppression in the present. The woodsman by the banks of far northern rivers mutters a curse in French as her troops pass by. The Maori in the antipodes remembers her cruelty and motions in dumb appeal to his gods against her. The dusky races of India kneel in their ancient temples and cry out to their unanswering idols in the helplessness and hopelessness of their despair. Ireland has more than the wrongs of all the other victims of English tyranny and greed, but, unlike the others, the hope of Ireland still lives. In other lands where altar fires once burned are now only the cold and desolate ashes of despair; but on Irish altars the eternal spark still lingers, fanned and kept alive by her resolute and devoted sons. And not in Ireland alone, but throughout the larger Ireland which stretches across this continent, the fire is burning. From mother to son it is kept glowing, and wherever Irish blood pulses from an Irish heart, there ever and again a man swears in his secret soul, by the ghosts of millions slain by sword and famine and fever, by the memory of the undaunted souls who went joyfully to the scaffold that Ireland might be free, by all there is of the history of Ireland's wrongs and the hope of Irish hearts, never to cease to agitate, never to cease to plot, never to cease to seek opportunity of successful combat, until upon every inch of Irish soil the green shall float securely above the red.

England's crime against Ireland is not, as I have already suggested, merely the crime of a day that is gone. The grievances of Ireland are, in other words, not sentimental, but actual; they are living and present grievances, not only of yesterday, but to-day. The laws to which I have referred, and other laws to which I shall refer presently, have indeed been repealed, but in their lifetime they worked enduring mischiefs, which no mere repealing statutes could undo. It is the curse of a tyrannical and sordid rule that its evil effects do not stop with the generation upon whom it directly operates. The evil deeds of a nation poison the springs which flow out into future years and taint the lives of those yet unborn. Almost in a day the edifice of American slavery toppled with a crash to its doom; but twenty years have come and gone, and twice twenty years may come and go, before the blight caused by the shadow of the now fallen houses of bondage will disappear from our social and political life. Before England can stand absolved before the God of Nations for the desolation and suffering of Ireland, she must make reparation to the land she has ruined, and such reparation can not be made by mere rescission of wicked laws that have done their work of wickedness. No reform less radical than a concession of full and complete self-government to Ireland will secure prosperity and contentment.

VANDERBILT'S PILE.

John Swinton, the New York journalist, is moved to fiery indignation by the fact that William H. Vanderbilt is worth $200,000,000. Vanderbilt's capital is greater than all the gold there was in all-conquering Rome in the glittering reign of Augustus Cæsar. It is greater than the whole amount of gold and silver there was in the civilized world in 1492, at the time of the discovery of America, when, according to Professor Newberry, there were between one hundred and fifty and two hundred millions of dollars. It is more than the entire product for the past hundred years of the great gold mines of the Czar of Russia. It is more than the whole product for two years of all the gold mines of the world. It is nearly twice as much as all the precious metals produced thus far in the gold and silver-bearing State of Colorado. It is about equal to the total product of the gold mines of California during the four years from 1848 to 1852, when Mr. Chevalier dreaded lest the deluge of gold should overturn the world. It would require thirty-five freight cars, each loaded with ten tons, to carry Vanderbilt's treasure. Fourteen hundred horses, drawing a quarter of a ton each, would be needed to move it. Seventy elephants, each carring five tons, could walk off with it. If the gold were to be turned into ten dollar pieces, and laid in a circle, Maud S, going at 2:10 a mile, would need twelve hours and forty minutes to complete the circuit. If the gold were turned into a square bar a foot thick, it would be five hundred and fifty feet long. Seven thousand men, each lifting one hundred pounds, could transport this

bar. Fifty men standing on the street and each giving the dollars away at the rate of one thousand a day would have to stand there eleven years before their task would be done. With his $200,000,000 Vanderbilt could buy up and own all the 11,314 daily and weekly newspapers in the United States, running them to suit himself as a manufacturer of public opinion on a gigantic scale. With it he could pay the year's salary of all the 65,000 clergymen of all the pulpits of every sect in the country, giving every one of them over $3,000 a year, which is five times as much as most of them get. With it he could give a still greater annual retainer to every one of the 64,000 lawyers in the land, and get them to argue for anything whatever. With it he could raise an army of 100,000 men, and keep them in the field for a year at an expense of $200 a head, which is about the cost of a soldier in Bismarck's German army.

THE PATHWAY TO SUCCESS.

A young man in the city of New York had been several years attempting to build up a law practice; he had a slight acquaintance in the city, he was not naturally of a very social nature, and he had very little faculty of bringing himself to the notice of influential men. The work that had come to him had been done faithfully, but the stream was a shallow one, and seemed as likely to dry up as to deepen. The young lawyer became discouraged, and began to question whether he had not made a mistake in choosing a profession, and even to fear that his life would be a failure. Just at this a friend, also a lawyer, who was going into the country for the summer, invited him to occupy the house which his family were about to leave. Glad to have more commodious quarters at a reduced expense, he accepted the invitation, and found among his friend's possessions a large and valuable law library. It so happened that he had in his hands at this time a case on appeal to one of the higher courts; he had nothing else to do, and the library was close at hand, and he spent the summer in a study of the case so thorough and painstaking that he mastered the whole history of jurisprudence bearing upon it. He expected very little profit from it, but he had the satisfaction of doing a piece of work artistically and ideally well.

Autumn came in due time, and with it the argument of the case in question. It is a common saying among lawyers that cases are oftener won in the office than in the court-room. The young lawyer showed himself a thorough master of his case, and presented it with such clearness, sim-

plicity and vigor that he held the attention of the judges to the very close. One of these judges had already decided to leave the bench and return to general practice; the argument of the young man arrested his attention, and resulted in a letter suggesting an interview. That summer's work bore fruit in a partnership in a leading law firm and in a practice which is to-day among the most lucrative and influential in the city.

This bit of history from actual life is repeated here as an illustration of a fact, which men are apt to forget in their moments of discouragement, that every life has its opportunity. At some time along the road, very likely at its hardest and dreariest point, success stands with outstretched hand. She is rarely discerned at the moment, but the man who uses every opportunity as if it were the great opportunity of his life is sure not to miss the crown when it is offered because its jewels are covered. Life is full of vicissitudes, changes and discouragements; it is also full of rewards, prizes and opportunities. These come often at the end of a long course of discipline and patience, but to every true worker in one form or another they do come at last. It is a battle in which there is no final defeat to those who strive lawfully; a race in which no wreaths are lost to those who run faithfully.

If you are at the point of discouragement and are beginning to lose heart, think of the host of men who have plucked success out of the jaws of failure. Your hour of triumph will come in due time; work and wait.—*Christian Union.*

THE DIVORCE PROBLEM.

There is one American institution nearly as important as that of marriage, though hardly so sacred; we mean divorce. It is a subject of much controversy in the East, where it has become alarmingly frequent. There moralists meander over it in books and newspapers. There it occasionally gives a caustic flavor to judicial decisions. In Eastern metropolitan pulpits clergymen diversify their attacks on the philosophy of evolution with comments on the laws of divorce, cunningly interspersed with statistics of marital infelicity. These data are principally obtained from the Court records of the New England States, which show so many cases of put asunder that one wonders why these men and women should ever have been joined together. In some respects the statistics are faulty. They relate only to the six Puritan States, and are used as a terrible indictment against the religious teachings of the descendants of the Pilgrims, while we are left much in the dark in respect to the nationality of those to whom the facile Courts have granted decrees of separation. Within a hundred years the population of the New England States has radically changed, yet we are told by these indiscriminate censors what proportion of the descendants of the original stock have proved derelict to their religious principles and faithless to the marriage tie. The great majority of divorces are known to be among the poor of the cities, and the poor of New England are principally factory operatives of foreign birth or parentage. Justice to a part of the country accused of so serious a moral delinquency ought surely to have suggested

to the accusers the propriety of sifting their figures and showing the source of the trouble, which certainly is deeper than the superficial analysis attempted by the white-handed clergymen of New Haven and New York.

The first free comment on the frequency of divorce in New England was made by Dr. Leonard Bacon, a distinguished Congregationalist divine of Connecticut, in one of the reviews. The facts he presented excited general remark in the newspapers at the time of the publication. Dr. Bacon's allegations were repeated by the Bishop of Connecticut in an address to the Episcopal Convention held in 1881. The Bishop stated that in the year of grace 1878 there were in Maine 478 divorces; in New Hampshire, 241; in Vermont, 197; in Massachusetts, 600; in Connecticut, 401, and in the little State of Rhode Island, 196, making a total of 2113 in a single year. This, the Bishop said, was a larger ratio in proportion to population than in France in the days of the Revolution, though exceeded in the city of Paris. It amounted to one to every 1357 inhabitants of Maine, one to every 1439 in New Hampshire, one to every 1687 in Vermont, one to every 2971 in Massachusetts, one to every 1141 in Rhode Island. Why the marital unhappiness is so excessive in Rhode Island we know not, unless because nearly all the entire population are factory operatives of foreign extraction and the famous war Governor of that State has been for so many years setting his constituents a bad example of domestic infelicity.

But as if this were insufficient to make out a strong case against the degenerate descendants of ascetic sires, Rev. Dr. Morgan Dix, a noted Episcopal clergyman of New York, devoted, a few days ago, one of a series of Lenten discourses to the subject, and therein severely arraigned the New Eng-

land States, calling them hard names, and among the rest stigmatizing them as a moral "cesspool." Nothing, of course, could be more unpleasant than this. He alleged that in Massachusetts in 1860 there were four causes of divorce recognized by the Courts, and a ratio of one divorce to every fifty-one marriages. In 1876 the ingenuity of the Courts had discovered nine causes for divorce, and the ratio had advanced to one in every twenty-one marriages. The showing in the other New England States was even worse, for the ratio had become one to fourteen in Vermont, one to twelve in Rhode Island, one to ten in Connecticut, while the separations were even in greater proportion in Maine and New Hampshire. In Massachusetts from 1860 to 1870 divorces increased two and one-half times, while marriages increased only four per cent, and the offenses against chastity became appalling in their frequency. It has been said that figures cannot lie, yet when wielded by a softly nurtured clergyman they are liable to grave misapprehension, and we have also to complain as regards the statistics of Dr. Dix, that he leaves us very uncertain in respect to the occupation and walk in life of these misguided persons who have tried matrimony and found it a lamentable failure.

We hardly know what moral Dr. Dix desires to convey by his elaborate arithmetical calculations. Does he wish us to understand that religious strictness like that of the Puritan fathers necessarily results in these evils to posterity? Does retirement to a howling wilderness and a desire to worship God according to the dictates of one's own conscience, of itself create hereditary crime? Does religious devotion necessarily entail marital infidelity and unchastity? If so, then we had better vacate our churches, forego our Sunday schools and intermit religious worship, as well as all formal modes

of moral teaching. If he does not mean this—and he does indeed throw out some hints of the unwillingness of the Catholic Church to sanction divorces, and the defective character of our divorce laws—then we will allow ourselves to go on as we are for awhile longer, marrying and giving in marriage, filled with chagrin that things are as they are, but still not seeing exactly how, in spite of all this pulpit objurgation the end is to be predicted.

If a simple layman were to venture an opinion on so delicate a subject he would probably say bluntly that there were too many heedless marriages. Young people, unaware of each others eccentricities, are quite prone to wedlock, and though the combined monthly income of the pair may be somewhat less than a dollar, parents and friends stand ready to approve their action, and a clergyman is always eager to take the greater part of their immediate resources in the shape of a wedding fee. If Drs. Bacon and Dix and other reverend gentlemen who entertain like views had given a little wholesome advice before wedlock to the scores that asked them to adjust the marriage noose, they would now have less reason for their jeremiads over the prosperous business done by the divorce Courts and the questionable practices of the divorce lawyers. "An ounce of prevention is worth a pound of cure," is a homely maxim that might become eloquence itself if uttered in sonorous tones from the pulpit in a discourse treating of the sanctity of the marriage relation. When Malthus wrote he advocated the restriction of marriages from the standpoint of excessive population. Divorce had not then become a vice of the social system. Had he been in possession of the statistics so inefficiently wielded by Dr. Dix, they would undoubtedly

have served him as a powerful auxiliary argument. Perhaps the clergymen of the West and of California, who have plenty of divorce material, might do better than those of Connecticut and New York.

DECEASED AMERICAN STATESMEN.

General Shields, in a lecture at Brooklyn for the benefit of yellow fever sufferers, gave the following interesting reminiscences of American statesmen of the past generation:

ANDREW JACKSON.

I think I see him now—tall, spare, thin, without an ounce of superfluous flesh upon him; he never had time to grow fat. He had a head that showed he was born to command men. He had the most magnificent dark grey eye I ever saw in a man's head. In private life it was tender as the eye of one of these young ladies; in public life it was inflexible, and I have seen it terrible as the eye of a lion. There was one thing it hated, and that was fraud. [Applause.] It never saw a thing that made it quail. He hated wrong and oppression, and therefore his life was a crusade. Any man that goes through life in that way will generally have a fight on his hand, and he was generally victorious. It would be well if we could have such a man at the head of the Government again. He was not popular with what are called the higher classes. They thought him illiterate, but his state papers are the best that ever emanated from the White House. He had the millions of the people with him.

DANIEL WEBSTER.

But I will take up the next, Daniel Webster, "Black Dan," as we used call him. He was not as tall as Jackson, but he was a large man. He seemed cast in a colossal mould. The very look of the man was power. I never saw such a head upon a human body; it was perfectly classic, while the brow was Olympian. Lord Bulwer, the English

minister, told me that he was in Spain while Webster was in London, and when he returned he asked Sir Robert Peel what manner of man this great American was, and he said: "He has more intellectual power in his look than there is in any man in England," and I think he was right. To appreciate his speeches fully you must have heard them spoken. They were, simple natural, powerful and overwhelming. You always felt that the man had twice as much behind as he gave the public. His favorite dress when he spoke was a blue coat and buff vest, and when he came into the Senate in that costume we knew that an intellectual treat was coming. He would rise slowly and deliberately, and begin speaking with earnestness, and gradually his voice would swell and vibrate until it filled the Senate chamber like muttering thunder.

HENRY CLAY.

Henry Clay, glorious Hal; he was anything but good looking, anything but handsome; but the ladies insisted he was the most captivating man in America. He was no better looking than I am. It was the captivation of genius. He captivated every one—the school-boys as well as every one else. The newsboys all knew him. The speaker told a story about Clay, which occurred when walking down Pennsylvania avenue, and found some boys tormenting a goat. He continued: You should hear him speak. When he arose and began speaking, he had not passed over six sentences before you could hear the silk dresses rustle in the gallery, and when he denounced the Democratic administration you could see their eyes flash and their fans go up threateningly, as though they would sweep the Democratic party out of existence. And then he would speak of the sufferings of the people, and

you would see those fair heads bowed, and would think that they were the only sufferers. It was the magic of genius, the true fire of matchless eloquence. Friend and foe hung upon his words spell-bound, and he charmed them both.

JOHN C. CALHOUN.

I will not say anything about his political theories, but as I saw him in Washington. He was the most perfect Southern gentleman I ever saw. His appearance was more spiritual than intellectual. He seemed rather of the pulpit than a politician. He was a kind of political fanatic. He was one of the most sincere men I ever met. We called him an abstractionist, because we could not understand him. He lived in an abstract world, and saw things that we could not see. Reading his speeches by the light of history, they seem like prophecies. Had he lived, our great struggle would not have occurred as it did. His followers lacked his great wisdom. When he spoke he would stand perfectly erect, keeping his eyes fixed on the President, and would not turn from right to left. His speech was a logical chain. It was logic at white heat. Half the time we Senators could not understand him, for half the time he would talk only at Daniel Webster. They understood each other, and they were the only two men in the Senate who did. When Calhoun was talking, Webster would lean over the desk and fix his great black eyes on Calhoun's face and "glower" at him, as the Scotch say, drinking in every word. And when Webster spoke, Calhoun would sit bolt upright and look at Webster as though he would look into his very soul. They left us other Senators out of the question, as though we were not worthy of attention. I could tell you a number of anecdotes about the two men, did time afford.

HALF-TRAINED FIREMEN AND POLICE.

BY WILLIAM BLAIKIE.

There are two classes of men in our cities and larger towns who, more than almost any others, need daily and systematic bodily exercise, in order to make them efficient for their duties, and something like what men in their lines ought to be. In times of peace they do in many ways what the army does for the whole country in war-time—they protect life and property. These are the police and firemen.

The work of some of the firemen before they reach a fire is even more dangerous than when actually among the flames. The examining physician of one of our largest life insurance companies told the writer that he frequently had to reject firemen applying for insurance, because they had seriously injured their hearts by running hard to fires when quite untrained and unfit for such sudden and severe strain on the heart and lungs, imposed, as it usually is, under much excitement. The introduction of steam fire-engines has in part done away with this, though even they often have a man to run before and clear the way; but in smaller places, of course, the old danger exists. Thorough and efficient as this steam-service is in many ways, and trained as the men are to their duties, they are, very many of them, not nearly so effective as they might easily be, and as, considering that the firemen's work is their sole occupation, they ought to be. Men of pluck and daring, and naturally strong, often for days together they have no fire to go to, and so sit and stand around the engine-house for hours and hours. Soon they begin to fatten, until often they weigh

thirty or forty pounds more than they would in good condition for enduring work. Having no daily exercise which gives all parts of the body increased life and strength, neither the stout nor the thin ones begin to be so strong, so quick of movement, or enduring as they would be if kept in good condition. To carry from an upper story of a high building a person in a swoon or half suffocated, and to let such a burden down a long narrow ladder through stifling smoke or terrible flame, is a feat requiring, beside great nerve and courage, decided strength and endurance. Exposure during long periods, perhaps drenched through, perhaps holding up a heavy hose in the winter's cold, or in many other duties all firemen well know, often without food or drink for many hours, taxes very severely even the strongest man.

And what training have these men for this trying work outside of what the fire itself actually gives? Practically, none. Supposing every man on the force were required to spend an hour, or even half an hour, daily in work which would call into play not all their muscles, but simply those likely be most needed when the real work came. Suppose each of them a wiry, hard-muscled, very enduring man, good any day for a three or five mile run at a respectable pace, and without detriment to himself, or to go, if need be, hand over hand up the entire length of one of their long ladders—to be, in short, as strong, as hardy, as enduring, as even a second-rate athlete. Is there any question that a force made up of such men would be far better qualified for their work, and far more efficient at it, than the firemen of any of our cities are now?

And if they think they at present have considerable daily exercise, so does a British soldier decidedly more, in

his daily drilling, and the whole round of his duties; and yet, after Maclaren had one of them exercising for but a brief period, but in a way to bring up his general strength, the soldier said, "I feel twice the man I did for anything a man could be set to do." Would it hurt a fireman or a policeman any to have that feeling? Would the latter not be inclined to rely on his own strength, and less on his club?

If the training suggested seems too hard, look at the younger men in blacksmithing, for instance, and many other kinds of iron-work, swinging, as they often do, a heavy sledge for the whole day together; at the postmen, walking from morning to evening, often up many flights of stairs, and all the year round, and in all weathers; at the iron-puddler, the hod-carrier, the longshoreman—all at work nearly or quite so hard, not for one short hour only, but through all the burden and heat of the day. Many of these men are not nearly so well paid as the firemen, and none of them begin to have as great responsibility, or are at any moment to be called on to take their lives in their hands, and perhaps to save other lives as well.

Let us look at the policeman. What exercise has he? Standing around, and considerable slow walking, for six hours out of each twelve. Is there anything to make him swift of foot? No. Anything to build up his arms and expand his chest, to make those arms help him in his business, and those hands twice as skillful for his purposes as before? Very little. Taught to use his hands he is, but never empty; there must be something in them—a club or a revolver. And so comes what legitimate result? Why is it that in a conflict, or even a threatened one—or, too often, not even then—and when the culprit, while drunk, is wholly

unresisting, we constantly hear of these dangerous weapons being drawn and freely used? Some of the very men set to preserve the peace are themselves every now and then making assaults wholly uncalled for, always cowardly, and often brutal, and such as an athletic man, proud of his strength, would have scorned the idea of making, but, instead, would have so quickly displayed his skill and strength that the average offender, especially when he recalled the fact that the officer had the law on his side, would have soon ceased resisting. Every intelligent New Yorker will at once recognize that there is far too frequently good ground for such editorial comment, grim as is its satire, as the following from a well-known New York journal, of September 20th, 1878:

"A COMPLICATED POLICE CASE.

"We have recorded from time to time in the T—— various interesting police cases. With all our skill and experience, however, we could not prevent a shade of monotony stealing over them. When in nine cases out of ten the picture presented is that of a policeman clubbing a man nearly to death, by what resource of rhetoric can you avoid monotony? For the sake of variety, as well as for the public good, many people wish that a citizen would occasionally kill a brutal policeman; only that, in thus ridding the world of a human brute not worthy to live in it, the mockery that is called justice in New York and Brooklyn would probably also send out of the world the inoffensive citizen who had accomplished the good work. In a recent case, however, matters have become most ingeniously complicated. One policeman has arrested another. On Tuesday night two men got into a fight in the Bowery. Detective Archibald, who was in plain clothes, undertook, it is said, to arrest

them. Then, it is stated, officer Lefferts arrived, and arrested the whole party, detective and all. We say that this is a complicated case; but so it did not seem to justice Morgan, of the Jefferson Market Police Court. If a policeman arrests a citizen, it it no longer possible for the latter to get justice. He is glad if he can get away with a whole skull and unbroken ribs. But one policeman arresting another! The only way in which this can be set right depends upon which policeman had the most influence at head-quarters."

And what sort of man is he who is thus too free with his weapon? Take him in New York city for instance. Out of nearly twenty-five hundred policemen, it is entirely safe to say that one-third—and it would probably be much nearer the truth to say all of two-thirds—are unatheletic men, and that a very large proportion of these are either clumsy, unwieldy, and short-winded, or not possessed of even average bodily strength. Even in their uniforms this is quickly apparent; but the true way to judge is to see them stripped, either in gymnastic costume or at the swimming-bath. Any number of them have indifferent legs; there are any number of stout paunchy fellows; and old ones, too, doubling over with their years; flat-chested ones, big-footed and half-built men.

Try to select some of these men for a physical feat, say of speed and endurance, like running or rowing, and see how few would be fit for the work. Pair them off, and give them gloves, and set them to boxing, and there would scarce be one hundred good sparrers out of the whole brigade. Once, right in front of Trinity church-yard, on Broadway, we saw two of the Broadway squad put up their hands for a little good-natured sparring, and the way they did it would hardly have been cretiable to a ten-year-old. To see two great,

hulking six-footers, ignorant of the first rudiments of good sparring, actually whirling their fists round and round each other as if winding yarn, and with no sort of idea how to use even one hand, let alone to two, was positively ridiculous. A hundred-pound thief, handy with his fists and quick on foot, could have slapped their faces, and, if they could run no better than they sparred, could have been at the Battery before either of them was half-way. And what good would their weapons have been? Their revolvers they would hardly dare to use in a crowded street at broad noon, nor would they have been justified in so doing. And their clubs —of what use would they be if the culprit was a block away?

The writer once saw a fellow, apparently a sneak-thief, cutting across the City Hall Park, in front of the *Tribune* building, at a clipping pace, while some distance behind came one of those majestic but logy guardians of the peace, making about one foot to the other's two, and, finally, seeing how hopeless was the pursuit, bringing his club around and throwing it after the escaping thief—and with what result? Excellent for the thief, for, instead of coming anywhere near him, it passed dangerously near the abdomen of a worthy but obese citizen, who chanced to be passing that way.

At a public exhibition, held early in 1878, under the auspices of these very Metropolitan Police, at the Hippodrome, in New York, where doubtless the very best boxers on the whole force were on the boards, and with ten thousand spectators to spur them on to their utmost, the thoroughly skillful and accomplished workmen could be counted on the thumbs; while, in the tug of war, the string of policemen were overhauled and pulled completely down by the Scottish Americans, who weighed half a hundred weight less per man than their uniformed antagonists; though it is but

just to add that, later on, the latter did manage to win, yet what was that to brag of?

The same Police Department held a regatta on the Harlem River on the 29th of August, 1878, for which there were many entries; yet out of them all, with one or two exceptions, there was no performance which was not of the most commonplace character, unworthy of an average freshman crew, and this though many of the rowers were burley, heavy men. One of the single-scullers actually did not know how to back his boat over some fifty feet of water, and after four ineffectual endeavors, had to be told how to do so from the referee's boat.

Now place the whole force abreast on a broad common, or in half a dozen lines, and set them to run a mile at no racing pace; at no such gait even as John Ennis went in March, 1879, when, after 474 miles of walking and running in one single week, he ran his 475th mile in six minutes eleven seconds, but let them go at even a horse-car pace; and if five hundred get over even half the distance it will be a surprise, while of those who do, many stand a good chance to feel the effects for days, if not for life. We asked the best known police captain in New York city, the president of the old Police Athletic Club, whether he thought one-half of the whole twenty-five hundred could run a mile at any pace which could actually be called a run. After deliberating a little, he said he did not think they could. One of the most successful athletes on the force, in reply to the same question, said: "I'll bet my neck against a purse that not one-third of them can do it." Another, a magnificent-looking man, standing over six feet three in height, and weighing upward of two hundred and fifty, not so strongly inclined to the same opinion, but, when urged to tell how successful he

himself would probably be in such a trial, he gave, with a little sudden color in his cheeks, substantially as follows, this most interesting incident from his own experience:

Standing in a rear room in the station-house of the—— Precinct, he heard a scream. Going quickly to the street, a lady told him that she had been robbed of her pocket-book, while a young person gliding gracefully, and, as the sequel proved, quite fleetly around the corner, lent force to the statement. Away went the engine of the law, his mighty form bending to the work, with his best foot foremost. Turning up one of the broad avenues, the one hundred and twenty-five feet or so of the thief's start had now shrunk to seventy-five, and as the two sped on at a grand pace,

"All and each that passed that way
Enjoyed the swift 'pursuit.'"

Block after block was passed, but the gap would not close. Go as he would, do his mightiest and his best, it was of no use; that lawless young man would somehow all the time manage to keep just seventy-five feet to the fore. Four blocks are now done, and so is the policeman; and bringing up all standing—blown, gasping, exhausted—he cannot even muster breath enough to shout, but, reaching his big hand out in front of him, and looking at the young person gently fleeting, with seemingly unabated vigor, into the dim distance, he sadly points to him, for that is all he is just now equal to. Fortunately for the interests of justice and good order, that point is well taken, for a brother officer sees it, and rising to the occasion, dashes off after the misguided young person up the avenue. "Life is earnest" now, surely, for the latter. Still he has nearly a hundred feet start, and maybe this second guardian of the peace will not stay any better than did his illustrious predecessor. So down to it he set-

tles again, and the street enjoys the fun. Block after block slips away, and so does the official wind, for at the end of four blocks more, no perceptible decrease of the gap having yet been made, patrolman number two "shuts up." Yes, literally, for he too cannot even yell, but like the first, strik- a tragic position, he points to the flying culprit. And is justice to be cheated out of her victim after all, even now, when she a second time is sure that she has reached the point? And is this light-fingered and light-heeled young person to escape the minions of the law—and all this in broad daylight, too, and right on Sixth Avenue? So it certainly seems. But stop! Justice, after all, is to prevail, for lo! a third pursuer has now caught the trail, and is off like a fast mail-train. Have a care now, young man! No brass buttons adorn your pursuer this time; but the self-appointed private citizen, now in your wake, runs as the wicked flee. There is no cart-horse pace about his work; but with one clean, business-like spurt, he swoops down on the now disturbed young man, and clutching his upper garments, holds him neatly until the reserves come up, and then hands him over for six months on the island."

One more illustration may suffice. The *New York Herald* of December 20th, 1878, referring to a burglary which had been committed in the 28th Precinct, said that suspicion fastened on a young man known as "Sleepy Dick." Detective Wilson got on the supposed offender's trail, and the nearer he got to him the worse grew his character for strength, daring, and ferocity. At last he came up with "Sleepy Dick" on Second Avenue yesterday.

"'The jig's up, Sleepy,' said the detective; 'you're wanted.'

"'What for?' calmly inquired the other, straightening up the coal-box.

"'Cracking a crib.'

"'How long a stretch?'

"'A fiver, sure.'

"'I'm not your meat then, cully,' and Dick bolted for the corner with no sleepiness about him. Wilson grabbed him firmly by the collar, though, and there was a scene of plunging and tearing witnessed by the crowd around them that eclipsed Cornwall or Græco-Roman wrestling.

"Suddenly a revolver came flashing out of Wilson's pocket.

"'I'm taking this pot,' said he, coolly.

"'Show your hand,' growled 'Sleepy.'

"'A straight flush;' and Wilson levelled the pistol at his head.

"'That takes this pile,' Dick sullenly assented, and he moved on quietly as far as Sixty-first Street. Once at the corner, he plunged backward and broke loose. The detective's revolver came down on his head with a thud, but he rallied under the blow, sprung aside, and made for the river. He was fleet of foot, and as he flew down the street, he kept looking over his shoulder, evidently in fear of a passing bullet. But the detective was coming on after him, bound to run him down, and as they passed Fifth Avenue the hue and cry was taken up by two other policemen, who joined in the pursuit. Thére was fully a block between 'Sleepy' and his pursuers when he neared the river. He saw his advantage, turned into a stone-yard, dodged among the bowlders, scaled a fence, and made off. Dick has been in the hands of the police before this week, but managed to get away."

Is there no lesson for our city rulers in such facts as these? If our police are men of only four block power; if they are so blown in that little distance that they are utterly helpless, and all they can do is, one after another to point

to the escaping felon and indulge in these "brilliant flashes of science," inwardly imploring some good civilian to kindly catch that thief; if a youngster can first indulge in a tough wrestle with a detective, and then, taking a heavy blow on the head from the butt of a revolver, not only empty-handed get away from his would-be captor, but, although the latter is joined by two policemen, soon put a whole block between him and them, and springing over a fence, go, after all, "unwhipt of justice," does it not strike the reader that a little improvement in the speed and stay of our policemen might do no harm? Had it not better be conceded that it is hopeless for many of the Broadway squad, for instance, in their present condition, to attempt to catch a thief by running after him, and would it not be well to provide each of them with a lasso, for short-range work, and initiate them in its uses at once? In this way they could certainly make sure of one of those light-heeled gentry once in a while, perhaps—for example, one fond of lady's ear-rings. And who believes that officers always report their failure to catch thieves, or that the public ever hears of one-half the cases?

Let us see, too, where this physical incapacity may lead to graver consequences than the mere allowing a detected thief to run at large. In the great cities there have sprung up within a few years back store-houses for the safe-keeping of securities, plate, important papers, and other valuables. Hedged around with plates of steel, chronometer-locks, massive bolts, and several watch-men, and connected with the nearest police station by wires so arranged so that the doors cannot be opened without sounding the alarm at the station-house, the public naturally put their trust in them, and their property too. Within recent years we also hear far more than formerly of burglars going not in pairs or threes, but

in gangs of half a dozen or more, and of cracking safes always thought impenetrable. Now, suppose that a descent were made on the largest one of these safe depositories in America, the one under the New York Stock Exchange, and by a dozen first-class cracksmen. Their business hours are generally between one and four in the morning. That they work with wonderful sagacity, daring, and dispatch, is attested by such brilliant performance as that at the Northampton Bank robbery, or when they, in a little time, one morning, relieved the Manhattan Bank of a few millions, and that right within a block of police head-quarters in New York city. Suppose that, by collusion or otherwise, the robbers get through the outer door. Unlike the Bank of England, there is no platoon of soldiers on guard. They silence the three or four who oppose them. They come to the inner doors, the opening of which alarms the police. At the Station-house, when the alarm sounds, three or four, or maybe more, more or less drowsy officers start and run for the Stock Exchange some eight hundred feet away. Is there any especial reason why they should be less exhausted when they get there than the two policemen who failed to catch the Sixth Avenue thief, or the two who let another on First Avenue run clear out of their sight? The four blocks the former two policemen ran do not make muck over eight hundred feet. Suppose that three or four, not half-grown fellows like "Sleepy" Dick, but stalwart desperadoes, used to rough work, quietly await the arrival of these worthy, but well-blown patrolmen. How long would it take the thieves to at least check the advance, if not also considerably impair the usefulness of men so nearly gone that they could not speak, and whose hands shook so that aiming a revolver effectively would be pratically out of the question?

And might not the Press justly have some pretty plain comment to make, then, on the physical inefficiency of our police force, and wonder why it had not been insisted on long ago that they be trained as men have to be in other callings, until they are fit for their work? Hear Dr. Morgan, in "University Oars," on fat and unwieldy men, and their unfitness for emergencies calling for strong, quick work: "When, therefore, we hear of a man who, at twenty years of age, weighed 12 stone (168 pounds), and in after-life inclining to corpulency, has reached the abnormal weight of 17 or 18 stone (238 or 252 pounds), we must not consider him proportionately stronger: on the contrary, he should rather excite our pity and commiseration—*the five or six stone distributed over his body being composed wholly of adipose tissue.* He is thus as completely enveloped in blubber as though he were a whale or a seal. His muscles being heavily weighted, *his powers of locomotion are necessarily limited;* and, handicapped in this manner, it is no easy task for him to drag his unwieldy frame on some sweltering 12th of August over the trying inequalities of a Highland moor."

The broken-winded man, or a man out of wind, is almost as useless in an emergency calling for sharp and sudden work as a broken-winded horse. The standing around of a policeman, heavily shod and heavily clad, and the lazy, aimless walking, will never make him hardy, tough, and difficult to face, or likely to use his club where a strong, quick man would never need it. Swollen hands and feet, and soft, flabby flesh will be the result; and for the variety of sudden and dangerous work which he may be called upon to do at any moment, he is not half fitted; and if he trains no more for his work than he does now, he never will be.

Again, in the matter of looks—not the least important,

by any means, of the qualifications of a police-officer—are they all that they might be, and that they really ought to be?

When a thousand of them, averaging two hundred pounds apiece, parade down Broadway, with brass buttons gleaming, and every belt well filled, it is easy enough for Press and citizen to say, "What a fine-looking body of men!" But now, notice them closely, and most of them are inerect, many are round-shouldered, and few are at once thoroughly well-built men, and in good condition, being either loose-jointed, too fat, or too thin. Contrast their marching and bearing with that of the little West Point battalion on parade, every man erect, clean-cut, precise, wiry, and athletic; light and young, to be sure, but most hardy, quick, and manly. Now, we know what it is to be erect. We soon discover that the bulk, the sunburn, and the uniforms have gone far toward making a favorable impression, which ought to have been better based, and that almost every one of these policemen is plainly faulty. Now, suppose every one of these twenty-five hundred men, besides being, as most of them already are, both courageous and faithful in the performance of duty, was a skilful and hard-hitting boxer, a good, steady, long-distance runner, a fair wrestler, a strong swimmer, a sound, hale, thoroughly well-made man. Let the vicious classes once know—and how long would it take them to learn?—that in a race between them and the policeman the latter would be pretty sure to win; let it be known that, when he once caught his man, the odds would be decidedly in his favor, and that that man would not get away; let every member of the force be justly known as a formidable man to face, and one whom the offender had better avoid—and what an advance it would be in both the moral and physical efficiency of the force! Now let the riot

come, and see what that little band of twenty-five hundred trained men could do against ten times their number. To-day they have nothing which makes them enduring at quick, hard work, and that is what is wanted for mobs. If they had an abundance of that which would make them so, the plying of a locust for an hour or two among a lot of unorganized roughs would be almost a diversion, and a game they could continue at by the week if need be.

And why should not every city in our land have, instead of men very many of them too often far out of condition, these same well-trained men, educated, as men have to be in every other calling, directly for their work, and all dexterous and able? Is it asking too much? The preparation necessary to it will not compare in its exhausting effects with what the war-policeman—the soldier, who is not paid a quarter as much—must do without a murmur: the long forced marching, weighted like a pack-horse, the broken sleep, the stinted food, the bad shoes, the long absence from home, and the lack of all comforts. Why not insist on a regime which, if the fat man could go through and retain his corporosity, would make him welcome to retain it; if the thin man could be up to every day's work in it, then he could stand far more than he looked equal to? But if either failed, out with him. There need be no fear that good substitutes could not be had in abundance.

There is no question of mere health, and symmetry of make, and reasonable strength, as with the ordinary citizen. It is a matter of fitness for ordinary duties—duties often of very great importance to the public weal, which may spring up at any moment, and which call for unusual physical resources. It is a matter of substituting for dangerous weapons, rashly wielded, and when that wielding is often wholly

uncalled for, men who, in the ordinary street-brawl, need no weapon, and would scarcely think of using one, any more than would a Morrissey, a Heenan, or a Hyer.

As nearly as possible in the centre of each four precincts in the larger cities hire a hall, say about eighty feet by forty, and the higher the better, well lighted and ventilated, and easily heated. Two hundred dollars, carefully spent, would buy all the needed apparatus, and as much more would keep it swept and dusted, lighted and warmed. Twenty-five cents a month from each of four hundred policemen would be twelve hundred dollars a year, which would cover, besides these items, rent and salary of teacher as well. For the teacher need be with them but a little while daily; for, in about all the exercises necessary to make men good ordinary runners and boxers, a teacher up to his work can drill the men in squads. What they want is not intricate and technical knowledge, but plain, straightforward, swift, hard work, and plenty of it, and the condition which keeps them easily up to it. Or, better yet, put these gymnasiums in charge of the department, if equally rigid economy could be insured. Then require each man to spend fifteen minutes there every other day, sparring—after he had the rudiments—with some companion who can give him all the exercise he wants, and on the alternate days let an equal period of time be spent in running, not at racing pace, but still good lively work of the kind which brings good lungs and good legs. Now, at the annual or semi-annual athletic meeting, let picked men from each precinct contend in foot-races, both for short and long distances; and, to give their work even a more practical turn, give some sneak-thief a reasonable start in such contests and let the officers, in full

uniform, catch him if they can. Now the waist-bands will begin to lessen, and a considerably smaller measure of cloth will cover the man, but it will clothe a man who, unarmed and unaided, can whip almost half a dozen such flabby, untrained, unskilful fellows as he used to be. For every duty which may at any moment become his, whether light or heavy, mild or violent, he will be far better qualified in almost every respect than before, yet no better in his line than any good business man requires each person in his employ to be in his, no matter what their particular duties may be.

THE OLD AND THE NEW.

BY H. C. KINNE.

We confess an affection for the primary institutions of learning that dotted the face of this American country two generations ago. There was undoubtedly much of rudeness in the educational appliances of those early days, and much of crudeness in the methods of instruction employed, but the outcome was a positive success. "By their fruits shall ye know them." The tide of youthful humanity that annually poured forth from these humble fountains of knowledge into the great ocean of life was dowered and crowned with the possession of physical, mental and moral qualities whose value may not have been susceptible of accurate mathematical calculation, but whose value, nevertheless, was vastly above par in comparison with the prevalent modern standard. The little brown huts on the hill-sides of New England or in the shadows of the Western forests were thronged with troops of round-cheeked boys, in whose hearts and souls were shrined the germs of a vigorous and robust manhood that are but feebly counterfeited among the victims of the improved juggernaut educational machine in the cities and towns of to-day.

The chief glory of the old-fashioned country schools was the fact that they were "Half-time Schools," just such schools as Edward Everett Hale convincingly advocated in the article recently published in this journal. Our fathers understood full well that, to the great majority of the human race, life is an incessant struggle which can be successfully

maintained only by the strenuous exercise of every one of our manifold faculties. The billion and a half of people who inhabit the surface of this globe are called upon to wage eternal warfare on the forces of nature in order to render those forces tributary to existence—in order to wrest the means of livelihood from the reluctant earth. To train the rising generation of the world for the conflict in which they are fated to engage, to stock them with the keenest weapons and to clothe them with the most impenetrable armor, to send them forth with strong arms and stout hearts, and a spirit of patience and perseverance and resolute endurance—all this is comprised and included in a thorough, practical, genuine education. And the old-fashioned American half-time school, or third-time school, was a most potent instrumentality for the accomplishment of this object.

The greatest effectiveness of the American country school consisted not so much in what it did do as in what it did not do. The pedagogical interregnum from the closing of the winter school in March to its re-opening in November was the particular season of the year in which the boy had a matchless opportunity to master a lesson of transcendent importance. It was not a lesson in arithmetic. It was not a lesson in grammar. It was not a lesson in geography. It was a lesson in LIFE. The narrow lids of his school textbook may have been closed, but the boundless volume of the book of Nature was open before him. Glaring upon him from every one of its broad pages was this fiat: "*In the sweat of thy brow shalt thou eat thy bread.*" He felt that solemn truth as he never felt the truth of cube root or infinitive mood. He felt it in his aching bones and in his exhausted muscles, as amid the shades of gathering dusk he painfully plodded his weary way homeward from the field

of toil. He felt it in his hands blistered and calloused by contact with helve or thole. He felt it in his fingers' ends worn to the quick in picking stones from the meadow while the last of the snow flakes were saturating the April air with a shivering chill. He felt it in the grimy perspiration that streaked his brow as he faced the sweltering heat of the summer solstice to rescue the growing corn from the still faster growing weeds. He felt it on the keen October mornings, as with fingers benumbed he plucked the golden ears from the frost-covered husks ere the laggard sunbeams had climbed the eastern hills. The lesson of the revolving seasons was graven in ineffaceable characters on every lineament of his soul.

But the struggle was not without its reward. The boy's path from March to November may have been a rugged one, but there was a crown at the end. That eight months of incessant effort was a grand poem of labor, whose concluding stanza was a pean of triumph. The warfare upon nature had culminated in victory, and cellar and granary and hay-mow were swollen to repletion with the annual tribute which the earth had yielded for the support of the conqueror. And on the bright morning in the later autumn, when the youth of the land exchanged the farmer's blouse for the scholar's gown and wended their way to their rural temples of knowledge, their converging foot-beats were everywhere keeping step to the joyous music of the union of labor and learning.

The eight months of interregnum was fruitful of varied blessings. Not only was the boy's physical frame solidified and compacted and knit together by the season's toil, but he experienced a corresponding development of moral force. Divine Providence never ordained that human existence

should be inseparably coupled with exhausting toil, without first planting in the soul of man the germs of a moral stamina that would enable him to bear the burden and heat of the day. And the bearing of the burden nurses these germs into active life. The boy who is trained to vigorous and continuous manual labor is endowed with a resolution, a pluck, a fortitude that are utterly unknown to the chronic idler and the chronic trifler. The boy who is trained to manual labor has a force, a bottom, a vim, an endurance begotten of toil. And just such a training in good, steady, hard work, with all its beneficial results, was vouchsafed to the American school-boy of a former generation. And as a consequence of this training, he not only had a vivid appreciation, a keenly realizing sense of the responsibilities and struggles and trials of life, but down deep in his soul, underneath the irrepressible vivacity and exuberance of youthful spirits, there was a solid substratum of soberness and earnestness and manfulness which formed a foundation upon which the teacher could well hope to rear an enduring edifice. A school thus happily constituted in the elements of moral force was a field ripe for the harvest, in which the teacher had but to thrust his sickle in order to garner up the golden sheaves. A school thus clothed with moral strength never failed to give back the ring of the genuine metal in response to the teacher's appeals for moral assistance and moral support. A school thus vested with moral power never failed to exhibit a cheerful alacrity in shouldering its burdens, and an astonishing activity in its progress toward the goal. It was this identical school that has given this American Republic its MEN.

In sharp contrast with this simple old-time school, stands the elaborate educational machine of to-day. It is fearfully

and wonderfully made. It is complex and implex and multiplex in the highest degree. It is labyrinthine in its ramifications, its departments, its details, its divisions and provisions, its codes and its courses, its directions, its rules, its regulations. Its relations to the community are materially different from those of its ancient congener. The old-time school was content with occupying a humble position in the advancement of human welfare. The modern educational machine is a gross and insatiate monopolizer. The old-time school confined the pupils to their studies during a small part of the year only, thus affording to the youth of the land an opportunity during the major portion of the year to become acquainted with practical industry. The modern educational machine demands that the boy's full year, and the boy's full years, shall be devoted entirely to intellectual pursuits, and it thus virtually demands and decrees that the youth of the land shall not become acquainted with practical industry.

The machine is negatively, and yet most effectually, antagonistic to the acquirement of habits of industry by the rising generation. The boy who attends school for ten months in the year from the age of six to sixteen will never be possessed of an ardent desire to enroll his name in the great army of plain, honest, common laborers. His long and unnatural exemption from manual labor will have given him a decided aversion to anything like hard work, and this aversion will have been crystallized into a permanent and enduring feature of his character. The lamentable consequences that must necessarily flow from such a condition of things require no elucidation. A generation imbued and inspired with an unconquerable repugnance to honest labor is furn-

ished with a passport to speedy and utter ruin. Not only are their feet placed on the broad road to destruction, but they are sent bowling down the grade with irresistible momentum. Require all the youth of America to attend school ten months in the year for twelve years, and you have doomed the race and sealed the fate of the continent.

But the workings of the modern educational machine are attended with dangerous friction in other respects. A child of the age of six years is, of course, a thoughtless being. It knows nothing whatever of the burdens and trials of life. The widowed and destitute mother, wan, drooping and careworn, may be anxiously hurrying hither and thither in search of washing or sewing as a means of earning bread for her little flock, but her six-year-old boy, if he has had his morning meal, will fill the streets with his gleeful shouts, and outdo his fellows in their childish sports. Like the insect dancing in the sunbeam he takes no thought of the morrow. Now, if this boy is to attend school ten months in the year, for ten years, he continues all this time in the same condition of childish dependence. He gives himself no concern in regard to food, clothing and shelter, for these necessaries are furnished him by others. It becomes his fixed habit of mind to expect that his wants will be supplied without effort on his part. He knows nothing of self-support. He eats the bread of idleness. He leads a butterfly existence, and he takes on a chronic moral temperament that may be said to be of the butterfly type. His lack of moral stamina re-acts even on his intellectual progress, and he becomes listless, laggard and indifferent in comparison with the pupil of the old-time school. He emerges from his school course, thoughtless, careless, heedless, helpless, giddy and fickle.

It is hardly necessary to add that a generation launched into life with such miserable endowments, is but poorly fortified against the temptations that arise on every hand. The world will yet recognize the fact that no education is worthy of the name if it does not render our youth thoroughly and constantly familiar with good, hard, steady manual labor.

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENEDNT.

DEAR SIR: I am very sorry to be compelled to reply to your communication of this date, that a certificate cannot be issued on an educational diploma which has expired.

GENTLEMEN: Your communication of this date is at hand. A certificate is an instrument which is granted for a certain period of time. One second after the expiration of that time it is no longer a certificate. It is, after that period of time, of no more legal effect than a grocer's wrapping paper and is of as much value as a certificate.

DEAR SIR: If the following is a copy of the notice which called together the meeting of the Trustees, and if it was posted in the proper place for the proper length of time (the law having been complied with in other respects), then the meeting of the electors of the district was legal.

"NOTICE.

"The qualified electors of —— School District are hereby notified that a meeting will be held in the School-house of said district on Saturday, February 28, 1885, between the hours of eight and eleven o'clock A. M., at which time and place the question of changing location of the school building will be discussed. (Signed:)

——, ——,

——— Co., Cal., February 2d, 1885. } Trustees of —— District."

Under the notice they had the right to discuss and consider a change of location of the school-house. Unfortunately, however, their powers ended there, for the notice did not call the electors together for the purpose of changing the location of the building, but for the purpose of discussing such a change.

This is the law on the subject, as it has been decided several times by the Courts of Eastern States. Steps to be taken, provided for by statute, have as a rule to be complied with strictly; and while, as a general rule, this law is founded on good sense, in this instance it is not—nevertheless it is the law, and it must be complied with.

DEAR SIR: Yours of the 2nd inst. is at hand. At a time when there was no list of Library books, adopted by the County Board of Education, the Trustees had a right to purchase books for the Library, and to use their own judgment in their selection. The County Superintendent can now draw a warrant in payment therefor, although the books are not on the list adopted by the County Board since the Trustees made the purchase.

DEAR SIR: Sec. 10 of the Political Code provides that Holidays, within the meaning of this Code, are: Every Sunday, the first day of January, the twenty-second day of February, the thirteeth day of May, the fourth day of July, the twenty-fifth day of December, every day on which an election is held throughout the State, and every day appointed by the President of the United States, or by the Governor of this State, for a public fast, thanksgiving or holiday. You are therefore entitled to pay for thanksgiving day and election day—last November—although you did not teach on those days.

DEAR SIR: In your letter of the 25th you say: "Can you give me your opinion of the law, as regards responsibility of teachers, or rather in a cause as follows: One pupil sets fire to some rubbish, which ignites an out-building; the fire from it ignites school house, and consumes it.

"School house of canvas, with shake roof, good floor, and patent desks, a temporary building, located on private property, impossible to lock up so, but what children can get in. Teacher goes to dinner; little boy sets fire, etc. * * Will you please give me your opinion as to where responsibility rests, at your earliest convenience?"

Under these circumstances, I do not see that the teacher can be held responsible for the damage done.

Although the general rule is that parents are not to be held reponsible for the wrongful or wilful acts committed by their children under age, when these acts are committed out of their presence, and without their knowledge or consent, yet, in this instance, the Code seems to make them responsible, for sec. 1686 says "that any pupil who cuts, defaces, or otherwise injures any school house * * is liable to suspension or expulsion, and on the complaint of the Teacher, or Trustees, the parents or guardians of such pupils shall be liable for all damages."

DEAR SIR: I think that where it is necessary, the Trustees have the power to have a well dug and pay for it out of the School Fund. It is as necessary as are those suitable out-houses, fruit, and ornamental trees, which the Superintendent may require the Trustees to provide.

DEAR SIR: As the County Board of Education have, under the amendment to the Constitution, control of the grant-

ing of Teachers' Certificates, within their respective jurisdiction, they have the power to grant those special City Certificates provided for in the third sub. of Sec. 1791. The Constitution transferred the *control* of this matter from the City to the County Board, and, as this Section is not inconsistent with the amendment, it was not abolished by it.

DEAR SIR: As the question at issue in your case is one of fact, it is a matter which can only be decided in a court, and this office has no right or power to pass upon the matter. If this could be done, witnesses would have to be sworn and examined, and the parties would have, as an inalienable right, the privilege of demanding a jury trial. The power to which you refer extends, then, merely to passing upon supposed facts, and stating the law which would be applicable in the event that those were conceded to be, or were proved to be the real facts. The Constitution provides that no executive officer shall act in a judicial capacity.

Besides, while Sec. 1699 says that a teacher may appeal it, does not give to the Supt. of Public Instruction the power to pass upon the facts.

DEAR SIR: The Trustees have no right to compel the scholars of a school to sweep the floor.

OVER-SCHOOLING.

We doubt if the boys who are pushed through a full course in the famous Boston schools will be as well fitted for action, either in the professions or the trades, as their fathers who got all their education in the little country school-houses, when the school term included only four months during the fall and winter. Four months of schooling in book knowledge, and eight months of schooling in play and work during each year, gave these men their start in life; and a good start it was, too, as their success in business has proved. Let us see what the old system gave them. In the first place, a fair average knowledge of the essential rudiments of book education. At sixteen they were not illiterate. They knew arithmetic well enough for business purposes. They had a fair knowledge of geography. They knew how to read. Not only was the knowledge of reading theirs, but the taste was theirs also. Having fewer books, they naturally digested their contents better. Moreover, they had sturdy bodies, healthy stomachs, clear heads. Better than all, they had formed the habit and the love of labor. Their necessities made them practical. The prime object of education, which is to teach everyone how to get his own living, to make him self-supporting and independent, was realized. Now, how is it with the boys of to-day? What do they do? Study, study, study! What do they learn? Books, books, books! The whole system might be likened to a hugh conspiricy not to put vitality into boys, but to take it out of them. The

stomach is fevered. The brain is wearied by premature strain put upon it. The nerve force is exhausted by continuous toil. The physique is neglected in its culture. The boy that takes the first prize at the Latin School, is famous among his mates at the close of the term, and that is all the world ever hears of him. The education which books give, they have. But the education which work gives, they have not. And the worst of it is, the forces which should make them strong in performance have been weakened and drained out of them.

THE FADED ACTRESS.

She sits in her chamber cold and bare,
Her dress well worn and faded;
Her form is spare, and a weary air
On her features thin and jaded.

All things about her are poor and old,
The furniture scant and shabby;
Her hand lies cold on her dress's fold,
Caressed by an ancient tabby.

Not old is she, but no longer young—
She has passed the dreadful border
When the flattering tongue and garlands flung
On the stage no more reward her.

Do you the crumbling wreaths on the chamber wall
Of her youthful days remind her?
Do the hot tears fall at the mournful call
Of a fairer life behind her?

Ah, what might the withered bouquet tell
O'er which her face is bended?
Does it hold a spell for the faded belle,
With footlight memories blended?

Does it call to her heart some joyous night
When tumultuous bravos crowned her,
And she stood in the light of a triumph bright
With her envious sisters round her?

Alas, for the garlands dry and gray
With which they had once bestrown her—
'Tis the sole bouquet of the whole array
She had not bought to be thrown her.

"THE BUNTLING BALL."

The above is the title of a social satire which has created the latest furore in the literary world. The play appeared anonymously, and speculations are rife regarding its authorship. The publishers (Funk & Wagnalls, 12 Dey St., New York), offer a reward of $1,000 to any one who correctly guesses the writer. Hundreds of names have been suggested, among them Russell Lowell, Robert Grant and Edgar Fawcett. There is a smoothness and jingle to the rhythm of this production that we have never seen equaled anywhere, and many of the choruses abound in wit. The best thing in the play, to our mind, is the following:

CHORUS OF THE ANGLO-MANIACS.

It is positively false to call us frantic,
For the soundness of our mental state is sure,
Yet we look upon this side of the Atlantic,
As a tract of earth unpleasant to endure.

We consider dear old England as the fountain
Of all institutions reputably sane;
We abominate and loathe a Rocky Mountain;
We regard a rolling prairie with disdain.

We assiduously imitate the polish
That we notice round the English nabob hang;
We unfailingly endeavor to abolish
From our voices any trace of nasal twang.

Every patriotic duty we leave undone,
With aversion such as Hebrews hold for pork,

Since we venerate the very name of London
In proportion to our hatred for New York.

No entreaty could in any manner soften
Our contempt for native tailors when we dress.
When we bet, we "lay a guinea," rather often,
And we always say, "I farncy," for "I guess."

We esteem the revolution as illegal.
If you mention Bunker Hill to us we sigh;
We particularly execrate an eagle,
And we languish on the fourth day of July.

We are not prepared in any foolish manner
The vulgarities of Uncle Sam to screen;
We dislike to hear that dull "Star Spangled Banner,"
But we throughly respect "God Save the Queen."

We revere the Prince of Wales, though he should prick us
With a sneer at the republic we obey!
We would rather let his Royal Highness kick us
Than have been the bosom-friend of Henry Clay!

Another remarkable piece of versification is the

CHORUS OF KNICKERBOCKER DUDES.

Since the days when aristocracy
Of the gender known as male,
Would esteem it vain plutocracy
To exploit a swallow-tail.
Since the days when custom's manacle
Was a bond of rigid force—
Since the days thus puritanical,
We have altered things, of course.

For the years are cruel pillagers,
As they lay old fashions low,
And to live like simple villagers
Is no longer *comme il faut.*
Our progenitors (peace be with them)!
Were a very stupid lot,
And so little we agree with them
That we imitate them not.
They were certainly respectable,
As with pride we now declare,
But we find it more detectable
If we draw the line just there.
For to fling aside all flattery,
And to speak as hits the mark,
They were narrow as the Battery
When compared with Central Park.
And if now they had their say to us,
They would turn us all, we fear,
Into office-clerks, and pay to us
Hardly anything a year.
As a crowded public gallery
To a soft orchestral chair,
Is the youth with slender salary
To the dandy debonair.
We delight in glossy carriages,
We delight in garments new;
We delight in wealthy marriages,
Though the bride's blood be not blue.
We enjoy the fumes and essences
Of cigars whose brands excel;
We adore the effervesences
That in brandy-and-soda dwell.

We abominate proximity
To the rules that fret and irk;
We detest, with unanimity,
Any earthy kind of work;
And the only bonds eudnrable
To the class we represent,
Are the sort of bonds procurable
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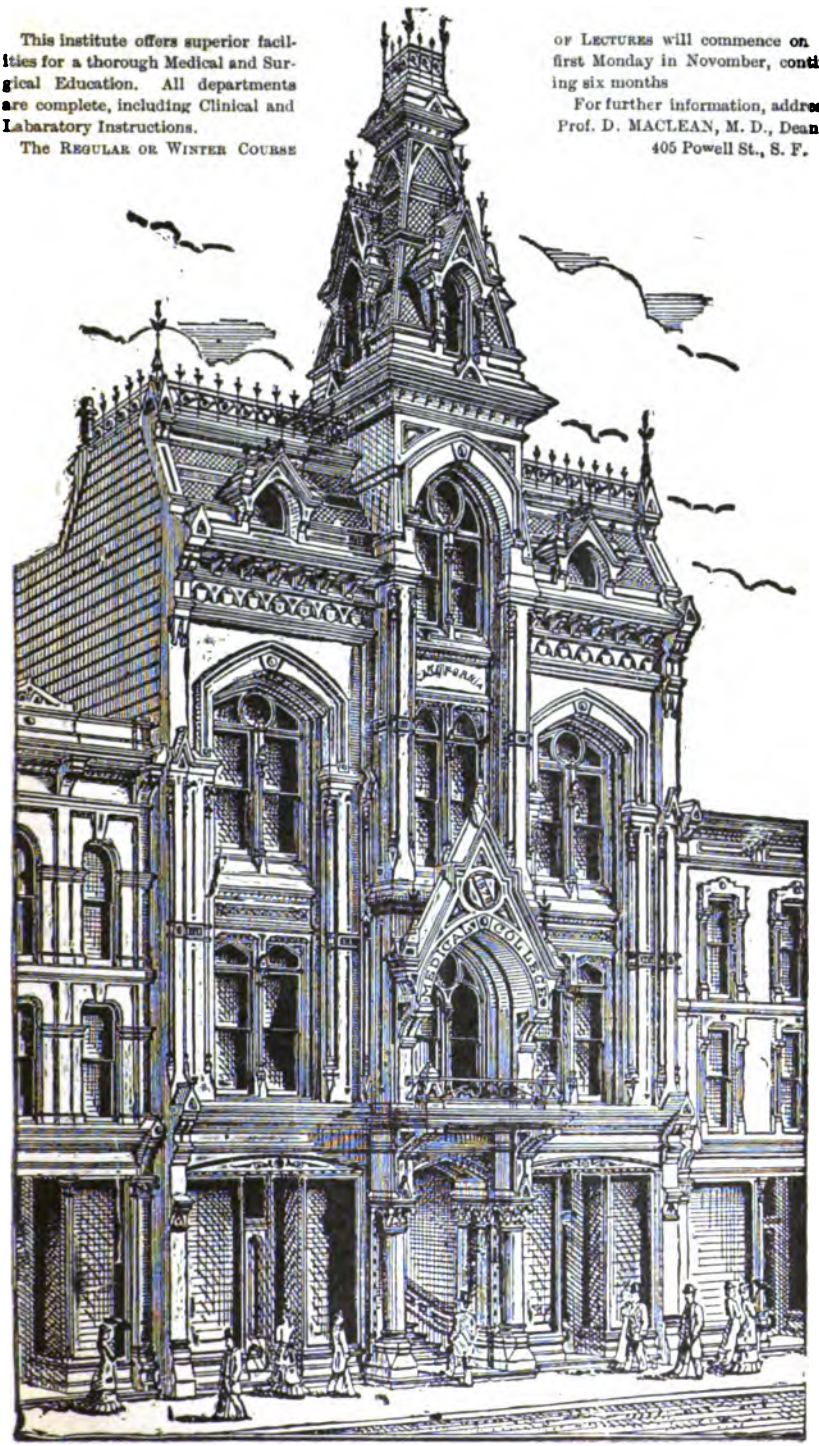

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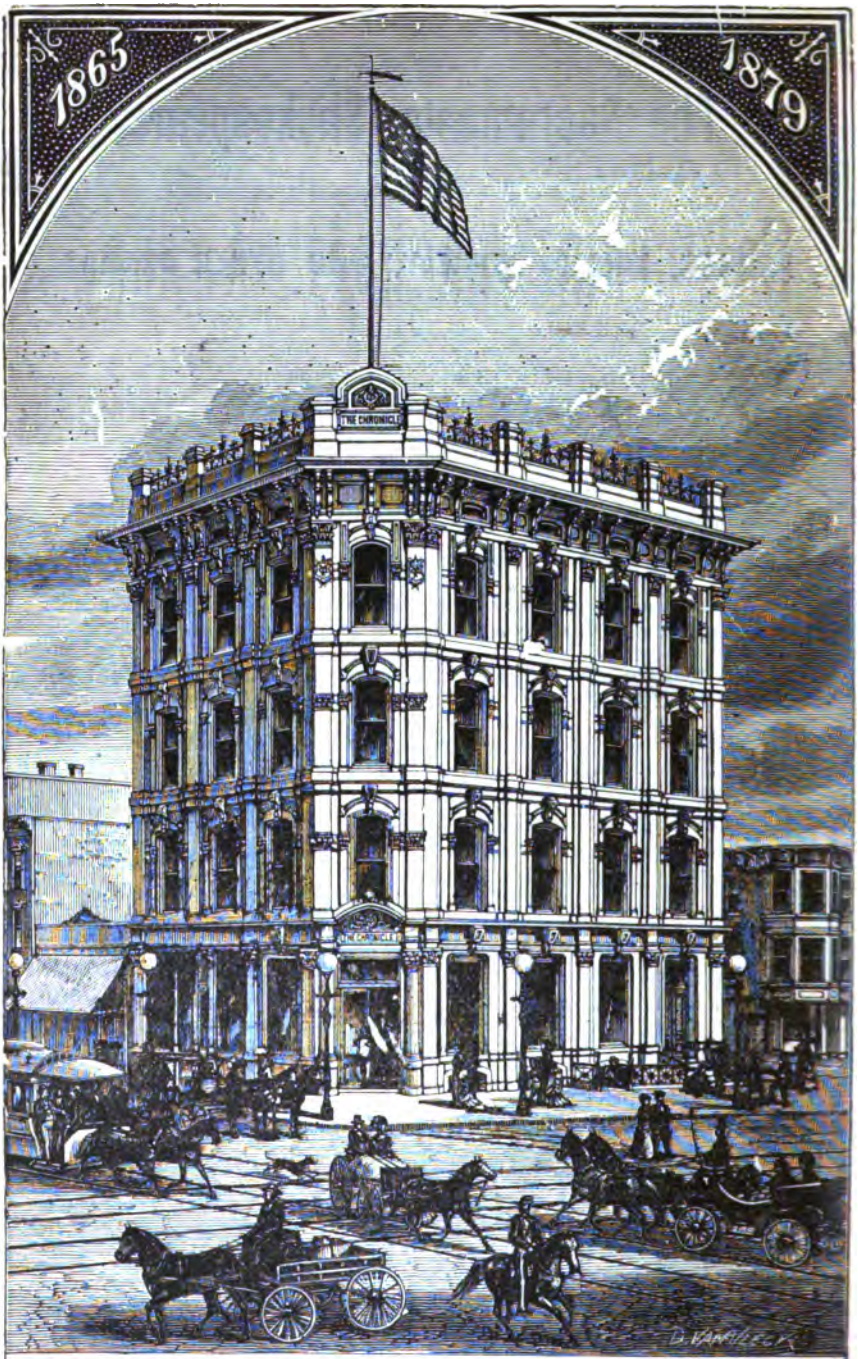

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WHAT MAY JUSTLY BE DEMANDED OF THE PUBLIC SCHOOLS.

BY S. T. DUTTON.

The Public School System is one of the features of the nineteenth century. First planted in New England, it has here born its ripest fruit. Sustained by the doctrine of Burke, "Education is the cheap defense of nations," it has gradually vanquished its enemies. The abolition of the rate bill, the enforcement of a compulsory law, and the overthrow of the idea that a free school is in any sense a charity school have all been satisfactorily accomplished; and the burden of illiteracy thrust upon us by immigration has been kept within reasonable bounds.

Said C. F. Adams, of England, who made a critical study of our schools some years since: "Either the American system has produced a satisfactory result, or else a conspiracy on a grand scale has been entered into by travelers of all nations, including such observers as De Tocqueville and Fraser, to deceive the world as to the measure of intelligence and information in the United States." A system of education, now so universal and so firmly established, must be conducted upon principles more profound than those which control its mere organization. It must have an historical basis as well as an organic life. The so-called new education of to-day, which is infusing itself into our public system, claims to be a renaissance of all that was good in past systems. A glance at the theories which are becoming so popular will convince us that there is much in them that is neither accidental nor novel.

We are indebted to the ancient Greeks as much for what they achieved in education as for what they bequeathed to our language and literature. The close relationship of physical stamina to character, and the necessity of perfecting as far as possible the individual man, as conceived by the Greek mind, is one of the corner-stones of educational science. Their ideas of manhood developed to physical and intellectual perfection were idealized in the gods of Mount Olympus, and these ideals found expression through the plastic arts for the instruction of all mankind. This system of education, so exacting and exclusive, was followed by that of the Romans, which was its counterpart in point of practical every-day value. The Greeks sought a harmonious culture that would make men godlike; the Romans aimed at a severely practical training which would make men of the world, as orators, warriors and statesmen. I speak particu-

larly of these two systems, as they suggest that conflict between the ideal and the practical which has stamped all educational history since the time of Christ. The claims of both sides have been heard. To develop the individual, and at the same time to fit him to be useful, has been, and must be the aim of every thoughtful educator.

With so great a contribution to modern education from the pagan world we can hardly expect to find in the Christian system of the Middle Ages anything more valuable. The dominant type of education was that of the monastery, and it was far more ecclesiastical than practical. The castle and the town provided some instruction, but the humanistic teaching of the schoolmen became the staple. It was the germ of modern classical training. Passing on to the theories of the realists, of whom Comenius was a leader, we find them to be in sharp contrast to what had gone before. The best teaching of to-day obeys many of their rules. To follow the order of nature, to teach one thing at a time, to avoid compulsion, to learn little "by heart," to study things and processes first, then the rule,—these and other principles come to us as a legacy from the sixteenth century. We find much to learn, also, from such writers as Ascham, Milton and Locke. They, with others who followed them, endeavored to found educational doctrine on psychology. They recognized the important fact that to train the intellect alone was to dwarf the man; that the physical and moral powers must not be left untrained. I can only allude to three other theorists of more recent times, whose teachings embody the best ideas of the old system and form a connecting link between them and those of the present time.

The first of these, Rousseau, not a teacher but a thinker, saw in education the means of developing more broadly and

strongly the powers of the child. He pleaded for the greatest possible freedom, and would have the youth become a perfect animal before being subjected to severe mental training. "Individual human worth" was to his mind the highest end.

Petalozzi and Froebel, both teachers, men of large in sight and sympathy, inspired by the startling theories of Rousseau, did much to place the art of teaching upon a sound practical basis. The study of things rather than of abstract ideas, the training of the eye and hand in a great variety of industrial and artistic occupations, to allow nothing to enter the school life which represses the natural interest and enthusiasm of the child or impairs his physical and moral powers, to make the end of education the generation of power rather than the acquisition of knowledge,—these are some of the aims of the reformers which are exerting the most powerful influence upon primary teaching to-day.

I have, perhaps, said enough to establish the fact that education has a creed based upon experience and tradition. Although less mature as a science than medicine, law, or theology, it promises much for the future. That those engaged in public education are the most zealous students of educational science to-day cannot be gainsaid. Admitting this, we may proceed to consider the conditions under which public schools exist, and the difficulties they have to meet.

The graded school was organized as an economical device for educating large numbers of children together. The rapid growth of cities and towns, with the large accession of foreigners to our population, has compelled a too hasty extension of the system. In most cities the supply of buildings has been far behind the number of children to be educated. The pressure for room has often led to the erection

of buildings which, in their sanitary appointments, were wholly unfit for the purpose. The schools being unable to resist the pressure for admission, instead of providing for thirty or forty pupils in a room, which should be the limit, are compelled in many cities to accommodate from fifty to seventy, to the detriment of life, liberty and happiness.

During all this period of phenomenal growth in population we have heard, on the one hand, the demand for universal and thorough education, and, on the other, the protests of the tax-payers against their increasing tax-bills; and how can taxes fail to increase when the ratio of non-tax-paying citizens with their swarms of children is constantly increasing? The standard for school architecture and all appointments pertaining to convenience and sanitation has been steadily raised during the past twenty-five years, but it is not strange that in the older cities buildings erected from twenty to fifty years ago fall far short of meeting the requirements which health officers and critics of the school system are now making. The number of cubic feet of space per child is too small. There are no suitable means of exchanging foul air for pure air. To say nothing of the injury wrought under such conditions, it is poor economy, for the working power of both teachers and pupils is greatly reduced. The brains of children who are poorly fed and wretchedly clad get too little nourishment without being flushed by blood that is literally poisoned by bad air. The fevered face and the heavy eye tell in too many school-rooms that the air is being breathed over and over again. There can be no rebound of spirits or responsiveness to either precept or example under such circumstances. If the body is sick, the mind and heart are sick also. Instead of ambition and energy we see a morbid

dread of exertion. It is intermittent, to be sure, lasting only while the hours of school last; when the boy is in the open air he is himself again, and feels the glow of life in his every part. The school system will be sorely handicapped until the public purse is large enough to remedy this evil.

Other crudities, as, for example, over-organization, and too rigid discipline, may be regarded as incidental to the youth of the system. The stage of reaction and criticism through which the schools of the system are at present passing will do much to insure relief at these points. Another source of trial to the teacher is the heterogeneous mass of children which flocks into the school. Compulsory education in a land which has become the world's asylum and poorhouse presents some striking features. It is true the public schools are generally recognized as the best, and our school rooms are brightened by the faces of children from the most refined homes. But every country in Europe is represented there, and several nationalities of Asia and Africa. Some of these children have behind them several generations of ignorance, drunkenness and crime. The same tendencies which make loafers, strikers and dynamiters of the parents are branded upon the constitution of the children by merciless hereditary law. Nor is this all. They live at home in the presence of brutality and of hatred o God and man. Even before the age arrives when they can be admitted to the school, they have been already educated in the home and upon the street, and that other law, which is the twin brother to heredity—the law of habit—no less potent for evil than for good, has so taken possession of the child as to defy both the art and the patience of the teacher.

Nor is this the only barrier in the way of those who

would make moral training the first aim. We must observe also the tendency to securalize the school and make religious teaching either of secondary account or a forbidden thing. The various arts practiced to allure children to cheap places of amusement reeking with immorality, books and papers which literally teach vulgarity and lawlessness, skillful tricks practiced to entice the young from their homes to the skating-rink, the pool-room and the saloon—all these must be considered as forces in active hostility to the best aims of public education. Add to these things the indifference of many parents, and the unreasonableness of some, and a fair estimate may be made of the trials which beset the teacher.

But opposed to all this there is another side, brighter and more encouraging. Educational literature of a high order is being freely circulated, so that the valuable theories to which I have already alluded are becoming current knowledge. Not only have some of the best German works been translated for the use of English and American teachers, but since the adoption in England of a thorough system of inspection, and the establishment of colleges of training and chairs of pedagogy, several works have been produced on the art and science of teaching, which are destined to invest the subject with a new interest and lift it to a higher plane. The works of Herbert Spencer, R. H. Quick, William B. Carpenter, Edward Thring, Alexander Bain, Joseph Payne, J. G. Fitch and Oscar Browning, most of which are comparatively recent, are being read widely in this country, and are doing much to elevate the standing of teaching. American books on education are not so sound or helpful, but the fifty or more periodicals published either weekly or monthly are of no little value. Then I will mention the Normal Schools, of which every State in the Union has one

or more, by means of which the schools are provided with the most important of all things, trained teachers. The average grade of ability of principals and supervisors, to whom is usually intrusted the direction of school work, compares favorably with that in other professions. In this, as in other fields, the standard of talent is determined by the temper of communities expressed in the amount of appreciation and compensation rendered for service given.

The fact that the public schools, instead of being patronized as formerly mainly by the poor, have at length come to include the children of the most intelligent and cultivated gives them an increasing opportunity for usefulness, and entails additional responsibility upon their management. For the democratic spirit which leads the majority of parents to look to them as furnishing the best training for citizenship in a republic operates to secure a generous provision for their support.

It is universally true that any public institution will give back to a community a benefit commensurate with the support and sympathy which it receives from that community. Now, as communities differ very much in their ideas of what education is worth, and how much of it the masses should receive at public expense, so there are the greatest possible differentials in the benefits conferred. To avoid misunderstanding, and to keep the discussion within sufficiently narrow limits, I shall now speak of the obligations resting upon schools where the support is ample and hearty, and where teachers and supervisors are allowed reasonable freedom in their work.

The first and most just demand upon the school is that it lay the foundations of character, quicken the moral sense, and help the child to become an honorable citizen. That

"the brain is not all of the man" should be remembered and acted upon by every teacher.

In answer to the question, How can morals be taught? I would say that the personal character and example of the teacher are of first consequence. He must have insight with somewhat of the missionary spirit. Character begets character, and nothing else will do it. The force of habit, which is fundamental in all action, whether mental, moral, or physical, must be thoughtfully recognized. Things rightly done and repeatedly done lead to automatic doing, and help to lay the foundations of good conduct. This is the only true method of training the will, and is a most economic element in child culture. The cardinal lessons of punctuality, promptness, cleanliness, silence, industry, self-control, attention and application are what a good school should make habitual in every individual child. It is fair to demand that the teacher seek these desirable ends, not for the sake of a perfect character. Thus there may be a perfect system, but for the sake of rhythm and harmony without weariness and drudgery. Right motives must be encouraged. Ambition, energy, and hope, if they are to be potent in after life, must be zealously fostered in school. The way in which a few teachers crush out these most promising tokens of future strength deserves constant and vigorous protest.

The marking system, a relic and reminder of ancient methods, is gradually yielding to better incentives to study. What a pupil is forced to do, or is hired to do, adds little to his self-reliant character. To build up and strengthen the forces *within the child* is the highest art in moral training.

Abstract and itinerant gossip about right and wrong in the school-room creates distaste for morality. Moral lessons clothed in concrete form may be given in such a way

as to interest and impress the child. For this purpose studies of character as illustrated in the lives of eminent statesmen, warriors and authors are most useful. Such lessons, while opening the richest stores of historical knowledge, quicken the moral instincts of the pupil, kindle his patriotism, and fire him with noble ambition. The lives of such men as Washington, Franklin, Lafayette, Lincoln and Garfield afford limitless opportunity to impress lessons of honor, fidelity, and heroism. The study of noble sentiments, significant events, and the results of human experience embalmed in masterpieces of literature is another means of shaping character. To memorize selections which embody noble Christian sentiment is to plant good seed in the mind and heart. In all such studies the higher strata of thought are awakened, purity of expression and literary taste are cultivated. What is done with manifest pleasure and profit in so many schools should, by popular demand, be made a universal practice. But there should be no exclusiveness in moral training. The whole school life should be moral in tone and tendency. Reverence to God and respect for man, frankness and truthfulness, accuracy of speech and courtesy of manner, should be diligently sought by the teacher. The necessity of the times demands that children be fortified against the prevailing national vices. The evil effects of tobacco and the horrors of drunkenness should be heralded loudly and frequently without fear or favor. I have my doubts whether it is feasible to teach in the lower grades the physiological effects of alcohol and tobacco, or whether much is to be gained by so doing. Their ruinous effects upon life and character are realistic and startling. It is fear rather than knowledge that is needed, as was the case with those who partook of the forbidden fruit.

Schools, by common consent, are usually opened by acts of devotion and worship. Demand that this worship be rendered in spirit and truth, and not become a mockery and a sham through the conventional indifference of everybody who ought to guard the religious life of his children!

In thus making moral training the first thing to be justly demanded of the schools, I am regarding character not only as the most important end, but also as a basis for that higher religious teaching which it is the office of the church to give. Unless these foundations are laid in the family or in the school, what is the church of the future to do? Most of the preaching heard in our churches seems to assume that such foundations are laid somewhere; and comparing the amount of time spent in the day-school with that spent in the Sunday-school we can easily decide where the most influence is exerted. Let the Christian world, then, while enforcing its demand for a sound moral training, lend its active aid and sympathy to the efforts of the schools in this direction.

The second just demand is, that our schools train for life,—that the acquisition of power be placed before the gaining of knowledge.

The clamor for something in the schools more useful and helpful is heard all over the land. Most of the so-called "attacks upon the school system" have voiced more or less distinctly the desire for more efficiency in those sent out from the schools. Very many hold the opinion that public education, in order to make the best citizens, must be partly industrial. And the claim is made with some reason, as I believe, that were the time of pupils evenly divided between manual occupation and mental labor there would be a more full and harmonious development of the powers. But those

who make these demands have two serious problems to solve before they can ask educators to enter upon so radical a change. The first is the question of expense, which must be settled with the tax-payers and boards of education; the second is the conflict of labor which would arise were manual training in the schools carried to the extent of teaching trades. It cannot be doubted, however, that the clamor for a more industrial training is based upon a true principle, which will eventually assert itsself. And, even at the present time I must acknowledge that schoolmasters are too slow in discerning the signs of the times. Those who are impelled to no higher service than to fill the mind with knowledge, or to keep it chained to the pages of a text-book, are not abreast of the age. But, with our present arrangements, to train children to observe, to think, and to express thought clearly, to lead them into the art of silent, rapid reading, may justly be required. Then it may be asked with reason that the school work be closely connected with the every-day life of the world. The business of the store, the office, and the bank will furnish enough arithmetic. The history and politics of the present time should not be neglected. The newspaper with its stock quotations, weather reports, market prices, shipping lists, doings of the State Assembly and Congress, with news of what the world is doing, as well as all current literature, are proper subject matter for conversation in school. To neglect all these, as some persist in doing, takes the school out of the realm of the real and practical and reduces it to a dreary routine.

There is still another step which educational critics are not always intelligent enough to include in their demands, and which, it gives me pleasure to say, some of the New Haven schools have already taken. That is, the introduc-

tion of some inexpensive industrial work in every grade as a relief from purely mental toil, and as a training for the eye and the hand.

For pupils between the ages of five and nine the occupations of the kindertarten are being successfully adopted, with manifest benefit. Drawing, building, cutting, pasting, weaving, folding, moulding and sewing are some of the features of this business. Between the ages of nine and twelve I would demand for girls plain sewing, and for boys, in want of something better, practice in collecting and arrang ing specimens of minerals and plants. For the remaining two years of the grammar school course, while the girls are allowed to give a little time to original designing and embroidery, I would have the boys take a course in mechanical drawing, and give one or two afternoons each week to work with carpenter's tools, as one hundred boys in New Haven are doing in the shops of the Dwight and Skinner schools. The expense of all this is comparatively little. It tends to enforce the digniiy and necessity of labor, and it will make better men and women.

Having placed character first in importance and efficiency second, I need only to allude to the third demand, which is that the school furnish the child with a good store of information. But intelligent critics will always recognize the truth that it is not the amount that is learned, but the manner in which it is aquired, that is most important. A modicum of well-digested information is better than a mind that is crammed.

The common school can only open the lower windows of the soul to the great avenues of knowledge and start the child on the road to self-education. Those who are fortunate and gifted enough to reap the benefits of the high

school may properly be expected to have a thorough elementary education, and perhaps a little more than that. The idea that any high school can turn out boys and girls at the age of eighteen thoroughly educated, or too much educated, is a fallacy. They have a good knowledge of mathematics, but not enough to enable them to survey a field or construct a road. They have taken the first steps in science, but must have further training and long experience before they can be experts. So also, in history, politics, and general literature, the test of excellence must be that a few things have been done well. If there is anything in the school system that fosters conceit or unfits a boy or girl to enter upon honest labor it should be pointed out and speedily eradicated.

I can only refer briefly to the obligation resting on the schools to guard with vigilance the health of every pupil. The public does not yet feel the responsibility it is under to make every school-house a place of comfort for both child and teacher.

The most pointed criticisms in articles recently published seem to imply that teachers are in some way to blame for bad ventilation, overcrowding, long hours, etc. They are so only as they fail to make judicious use of all the means that are furnished them. The public at large, and school officials particularly, must take such criticism to themselves, and, instead of getting angry, must be thankful that the crust of indifference is occasionally broken, and that some one is trying to educate public sentiment to a higher standard. The thing above all others to be desired is that all intelligent and well-disposed tax-payers inform themselves as to the conditions under which teachers of some public schools are obliged to work, and see what difficulties are encountered. If possible let criticism be directed against a

specific class of abuses for which particular persons are responsible, It is not fair to assume that the evils existing in a particular school, or in the schools of any town, are universal. No preacher or doctor wants to be held responsible for the sins of his neighbor,—no more does the teacher. Let every one bear his own burden.

I shall not attempt to reconcile the demand sometimes made for greater economy in school expenditure. One would suppose from occasional writings on this subject that the money raised by the school tax and paid to teachers is lost to circulation; and that the property of the school district is just so much reduced. If we are to demand so much of the school system is it not right that its cost should be greater than any other public expenditure? The army of intelligent men and women employed to take the place of parents in controling, training, and instructing the children of the land are not misers. The money they earn flows directly back to their patrons through the legitimate channels of trade.

I have attempted to show that the educational creed now accepted is the outcome of what was best in old theories, and that the public schools are adopting this creed; that the growth of cities has been so rapid, and the attendant difficulties of developing the school system so great. that with all that a generous public has yet done, and with all that earnest teachers could do, little more than a foundation has been laid for the public school of the future.

I have shown that results should be demanded in the following order: first, in character, second, in efficient power, and third, in knowledge; and that health conditions should receive the mutual consideration of all interested. Any failure of the schools to meet all just demands should receive intelligent, specific, and discriminating censure.

Concernieg the bitter and unwarranted charge, in which sensational writers sometimes indulge, to the effect that the public schools are responsible for the prevalence of crime, I will quote a remark of Julia Ward Howe. She says: "If it is right for society to ask teachers, 'How have you edu. cated the children?' it is also right for the teacher to ask the parents, 'How have you bred them?' Or I will point to that more profound principle enunciated in the qnestion addressed by the Rabbi to the great Teacher, "Did this man sin, or his parents, that he should be born blind?"—*Andover Review.*

FOREIGN IMMIGRATION.

[Argument of J. F. Fassett at a literary society in San Francisco.]

MR. CHAIRMAN: The question for our consideration reads as follows:

"Resolved, That the present rapid immigration of Europeans into the United States seriously threatens the welfare of our American institutions."

In the discussion of this question I am compelled to admit that my opponent has a legal basis upon which to predicate his argument. In other words, the law allows unlimited immigration. All law, or rather that law which is known as international, statute or code law, including the Constitution of the United States, will vindicate his view, provided his view be from a legal standpoint.

But what is law is not always policy.

A government which has not the inherent powers within itself to eradicate an evil, providing an evil therein exist, has no place among nations.

Policy is a settled method by which the government and affairs of a nation are or may be administered as designed to promote the external or internal prosperity of a State: to reduce to order.

Law necessarily must be a rule of civil action, or conduct, prescribed by the supreme power of a State, enforcing that which is right and prohibiting that which is wrong.

Now, then, the question presents itself: Is it expedient for a nation to adopt a line of policy which will prevent an evil that law cannot reach, and that, too, an evil that seriously threatens its welfare and retards its progress, es-

pecially a nation like ours, whose institutions and civilization are alone peculiar to itself—that is to say, of the highest order.

Ladies and gentlemen, it was policy that induced the French Senate to pass those monuments of wisdom in the years 1673 and 1681, known as the maritime and commercial ordinances, which revolutionized and shook the very foundation of legal jurisprudence, which had been followed from the days of Justinian, and thus laid to waste thousands of well written volumes and centuries of hard labor.

It was policy that caused Louis XIV of France to call a congress of all nations of Christendom to consider the question of the slave trade. Accordingly, the embassadors of the eight principal nations assembled at Vienua on February 8, 1815, and declared in the face of all Europe with her thirty million of serfs that "To buy and sell human flesh was against the spirit of God and humanity,"—this declaration causing revolutions and the destruction of millions of dollars' worth of property.

It was policy that prompted the Declaration of Independence at a cost of thousands of lives where lives were so precious, yet it gave to us liberty, freedom and independence.

It was policy that sent Dr. Franklin to invoke the aid of France, and secure the services of the brave and noble Lafayette.

It was policy that dictated to our wise forefathers our liberal Constitution and opened our doors to the world.

Yes; and it was policy that dictated to the immortal Lincoln to place his hand and government seal to that proclamation which set free four millions of souls.

Could legislation or the then existing common law have

given the relief in these cases cited? I say most emphatically, No! Then let us come to our first conclusion, that policy is not the offspring, but the parent and prompter of law.

Now, then, let us examine the case and see if there is sufficient evidence to warrant a conviction and the adoption of an extreme line of policy.

The question is, "Are our American institutions seriously endangered by the influx of Europeans?"

All admit the fact that there is a rapid immigration.

Since all agree that a good man is a good citizen, let us examine what is requisite and necessary to constitute a good, healthy, loyal American citizen.

1st. A man who considers the welfare of State superior to individual interests.

2d. A man who feels the responsibility of his influence, both political and moral.

3d. A man who loves American liberty, who will sacrifice life for its preservation.

4th. A man whose mind is free from that oriental Catholicism which considers popes and priestcraft superior to that of state.

5th. A man whose mind is free from rebellious thoughts and acts and loves our State and laws.

6th. A man who cultivates a settled and unwavering conviction of the truth of the Holy Scriptures.

Now, then, let us see how near the European immigrant comes to this standard imposed upon him by the peculiar nature of our institutions.

1st. We affirm, without prejudice, that, as a rule, the immigrant is of the low character generally poor, ignorant, debased and narrow-minded.

As an illustration of this point, I refer you to the fact that England and Switzerland, not six months since, shipped to this country at one time a large number of paupers.

2d. That their ideas of American government, freedom and independence are vague, and hence they debase the privilege.

3d. That their education is only in the light of despots, dynasties and kingdoms.

4th. That they are taught from papal thrones, not only in Europe, but in America—yes, in your golden city—that our system of free schools is a snare and delusion.

5th. That our Sabbath is a day of recreation, feasting and revelry.

6th. Their greed for power and office is an alarming fact to be considered.

If it be true that such is their character and disposition, is it dangerous or seriously dangerous to America's peerless institutions to allow over four hundred thousand subjects of this description to conmingle with our citizens annually?

Need I say that when that institution, our blessed and Holy Sabbath, is endangered by such an invasion, that the very foundation of our nation is shaken.

If so we must draw our second conclusion, that unless Policy steps in and bars the doors or stems the tide against this torrent, the institutions that we so dearly love, that have so wonderfully blessed our land, and placed us at the head of all nations and ever have and ever will be the beacon lights in the annals of American history, will only be as pleasant thoughts and beautiful pictures for memory's wall.

We, as a nation, have become strong. Our temple is the divinely-inspired temple of liberty. Our foundation is the pure and wholesome state of our morals—which we, as

a people, practice, which we, as a people, live—and when an element in our society, let it come from whatever source it may, introduces a traffic into our land with such gigantic force and influence as have beer and whisky, which are of unquestioned foreign origin, with all their evil environments of beer gardens, whisky shops, etc., let me say to you that our institutions and our youth cannot be impregnated with more disastrous tendencies than are imbibed in such surroundings. The grand achievements of a republic, and of a people with an august mission, ought not to be subjected, like the walls of Jericho, to divine resentment. Is the foundation in danger? Is the temple being made corrupt?

Therefore, I say, be it resolved in living letters of gold that the present immigration from Europe seriously threatens our beloved institutions.

Again, let me remind you that "Self-preservation is the first law of nature."

Did you ever stop to think that the vast public domain which was once a great wild meadow—the home of the bison and the Indian—has long since been taken and made the happy homes of civilized man. The pioneers and the emigrants no longer finds an Alabama in the valley of the Mississippi. No! He must seek a home further on, and even "where rolls the Oregon" he fails to find a home or a place on which to pitch his tent, for long since these little valleys of Eden have been appropriated by foreign greed; and thus you see our native-born sons driven to the wall.

In 1882, you all know, how universal was the accord which favored the anti-Chinese bill. Does the Chinaman seek to destroy the school system? Does he seek to de-

stroy your Church? Does he make your nights hideous by his carousals and tan and other gambling games? Does he seek power? Have you, as a Pacific Coast people, considered this element dangerous? Emphatically, yes!

We, as a nation, have opened our doors to every nation until the passage of the anti-Chinese legislation, thus closing them against an unenlightened nation who sought to do us harm only by their own aggrandizement.

The same policy, my friends, which keeps one out must keep all out.

Let us be consistent; to be otherwise is to be wrong.

This is the precedent; let us act upon it.

And lastly, ladies and gentlemen, bear in mind that in order to establish an enduring state, to build a nation great and strong, there must be not only the achievement of independence, the clearing away of forests, the laying out of towns, the building of railroads, the establishment of commerce and the increase of population, but there must also be the development of ideas, pure and loyal, to the sovereign will, which shields from danger and protects men's homes.

A NEW PLAN FOR TEXT-BOOKS.

BY C. M. DRAKE.

We have too many text-books, and a poor man can hardly afford to send his larger children to the grammar school or to the high school, on account of the cost of the necessary text-books. To try to remedy this evil, the late amendment to the Constitution was framed. The people adopted this amendment, and now it rests with the State Board of Education whether that amendment will give us cheaper books or not.

To reduce the cost of books, we must diminish either the quantity or the quality. If we introduce smaller type, we injure the eyes of the pupils. If we substitute poorer engravings, and put in a fewer number, we attack the artistic culture which the best readers now help along. And so it is that every avenue of retrenchment looking towards the quality of the book will be closed.

I am satisfied that the people would pay even more than present prices for school books rather than sacrifice quality.

The only place for retrenchment, then, is in quantity. Here we can cut down expense, and with a help to the quality of the text-book, too. Very few text-books contain no useless matter. Fewer still present the subjects concisely, and leave work enough for the pupil. They require no original work, no invention, no independent investigation, and their pages must be padded to get any showing of value.

At least one-half might be cut out of our school arithmetic to the advantage of both pupil and teacher. The same might be said of readers, geographies and other text-books. Here is one way for retrenchment; but this way is known, and no doubt will be followed by the State Board of Education.

The Board proposes to have one arithmetic only. There is no doubt that one book would easily contain all the arithmetic necessary for our common schools. But this arithmetic will contain work for five or six grades at least. Why should the pupil buy the book two or three times—for that is what it will come to, since three pupils out of four do not keep a book in proper condition for more than two years—why require him to buy at once text-books for several years if he does not need to do so? Why keep him in one book until he grows sick of it, when we all know that the incentive of a new book is a strong pull towards learning the old one well. One year is long enough for a pupil to stay in one book, yet parents cannot afford to buy several new books every year. How can we reconcile these facts? By having all the year's work in one book. There are ten grades in most courses of study, and each grade is supposed to represent one year's work. One book should contain each year's work, so that ten books would be necessary for the ten years of school. As it is now, the pupil buys five or six readers, two or three or four geographies, several grammars, three or four arithmetics, and so on for thirty or more books. A grammar school pupil trudges wearily to school with reader, geography, grammar, history, word analysis, book-keeping, physiology, botany, and the Lord knows what else, under his arm, when one book would be enough,

one binding all he needs pay for, and one book only to care for, to drop on the floor or to undergo the numerous perils of a schoolboy's property.

Besides the great reduction of cost, there are other arguments in favor of the one-book plan, arguments of greater value than the cost. Nineteen country teachers out of twenty do not teach drawing or music, and only one out of a thousand gives systematic training in morals and manners. As our State Superintendent wisely remarks, "this instruction should not be merely incidental, but it should be regular and systematic." In no other way can we force teachers to pay attention to these neglected studies more easily than we can by the one-book plan. In the first book the teacher finds the pupil's lessons in reading, in spelling, in drawing, in music, in morals, following each other in proper order, and just suited to the grade, and he cannot avoid doing the work without deliberate design. The course of study in one county would be the course in every other county, and the pupil's one book would show his grade and the place in the grade. One study could be made to assist another, so that the reading lesson would be the fountain from whence the spelling, the grammar, the word analysis, the composition, etc., might be taken. History could keep pace with geography, book-keeping and geometry with arithmetic, and hobby teaching, such as spending an hour on arithmetic and five minutes on reading, would be a thing of the past. Teachers give a big lesson in one study, a mere glance at another, and pupils outrun their grade in some studies, while they are utterly deficient in others. Not one-half the teachers have a systematic programme to work by. With graded books of this kind, a programme would inevitably

follow, and mixed schools would not see the curiosities of recitation which are now so common.

These books could be introduced at the rate of two a year, and pupils and teachers (especially the latter) educated up to the use of a complete course of study. Many counties have now, on paper, most excellent courses of study, which are not followed by one school in the county. Music, except rote singing, is rare; drawing is rarer still, and good morals and good manners the rarest of all.

SANTA PAULA, Santa Barbara Co.

MATERIALISM AND IMMORTALITY.

THOS. STARR KING.

How sublime is the spectacle revealed to the imagination by the physical glories with which space is filled! I will not attempt to convey, by words, a picture of the magnificence of the visible universe. The effort would be futile. And yet the whole scene is only the picture of ideas, the imagery of thought, the hieroglyphic record of the art and meditation of the Deity. This is not the planet that wheels a tiny circle around its controlling flame; not a sun that sheds its steady radiance upon the dark depths of neighboring space; not a comet that rushes through its eccentric track; not a constellation among all that burn like fantastic chandeliers upon the dome of heaven; not a firmament that hangs like a ragged fringe of light upon the confines of infinity, that is not merely the visible statement of a conception or wish which dwells in the mind of God, from which it was born, and to which alone it owes its present form and being. It was the thought of the Almighty that first gave meaning to universal chaos. Darkness hung over the deep of things till the spirit of God moved over it, and infused its essence into nature; and it was in answer to the silent will of the invisible that light burst like a wave of glory over an orderly creation.

The chemic, electric, magnetic forces that preserve the universe in constant activity and sustain its life, are nothing less than the immediate agency of the spirit that is hidden in its frame. Take these away from our conceptions of the outward world, and what would be left? The sensualist

feels the ground to be solid beneath his feet, and calls that substantial. And yet we tread only on a subtile, invisible force. What is it that makes the earth compact, and binds the hardest rock into its firm consistence? Nothing but the forces of cohesion and gravitation. Withdraw these from matter and instantly it becomes a mist of finest sand; it crumbles and dissipates into motes smaller than an animalcule's eye, it flies off into nothing. And these laws and powers are God's will and thoughts; we tread on abstract principles. It is overwhelming, the revelation which modern science gives of the impalpable and spiritual forces that underlie, surround and enclose us all. Strike the ideal element from nature and the whole frame of things would dissolve and die. The golden-fretted roof of night was stretched by an omnipotent thought; the suns are but points and lines of splendid diagrams; the planets, beads rolled in the grooves of law; the beauty of nature, which so haunts and inspires the poet's soul, is the struggling of matter with a hidden meaning which will rise in subtile exhalations from its bonds; the solidity of matter is a continuance of divine resolution. Everything we touch or see is but the shape and color of a mental force that lies behind. Let the pleasure of the Almighty or his thought change, and the universe will instantly, and by necessary response, change its order, hue and form. The things which are seen are merely the temporal, accidental manifestations of secret, intellectual powers, which are unseen but eternal.

If we look behind us, upon the nations that have occupied and ruled the world, we shall learn how impotent are all the material implements and appliances of strength, if there be not a groundwork of right and ideal power as the support of greatness. The fortunes of the chief nations of

the past seem like camera shadows thrown upon the mists of time, chasing each other rapidly across the scene, and melting at last into the dark. Nineveh, Babylon, Persia, Meroe, Egypt, Macedon, none of these obtained a rooted being. In history, they appear like a dream. As we read their annals under the light of a chronology in which the philosophy of history must always be studied, and in which centuries are the hours of a providential cycle, they all "come like shadows, so depart." Physical power they had, impregnable cities, splendid palaces, countless wealth, powerful armies, and yet there were no elements of permanence and firmness. They were only massive forts thrown up in nature, but ungarrisoned by ideas, which the elements played with as they would. They had no hidden moral and mental life, no abstract existence that dwelt in them like a guiding soul. Not that they were generated by accident, without a cause; but, like gigantic mushrooms, they were animated only by a feeble, feverish, quickly-expended life, and therefore sprang up full-formed in a night, to perish in a night. The solemn political lesson to which history points us, written on the tombstones of kingdoms that are buried in the sands of time, declares that truth, courage, genius, integrity, temperance, self-denial, all intangible, spiritual, unseen elements, are the only bonds and bulwarks of nations. Where these fail in the mightiest physical monarchy, it is like severing the living, fibrous sap-roots of a giant tree, and drying the sap within its bark. A blight will fall upon it. The process of decay will rapidly go on. Its leaves look sickly, its branches shrink and wither. It can no longer wrestle proudly with the storm. A passive subsistence is all that remains, and it depends only on the pleasure of God whether it shall fall, crashing before the

angry blast, and uprooted from the soil of time, or rot and moulder into oblivion by the more silent and terrible visitation of the worm. It is not by wealth, or walls, or muscles, that a nation can intrench itself securely, but by enterprise devoted to some mental and moral culture, by free absorption of the unseen, spiritual elements of health and vigor. It is not the area of political freedom, but the spirit of moral freedom on which a state can build secure. History preaches continually to understanding ears the phrase, "the things that are seen are temporal and transitory; it is the ideal and unseen that endures."

Do we need a more impressive revelation of the fact that truth and thought alone are permanent, than the bare conception of the fortune of the beings that have inhabited the globe? A thousand millions of intelligent forms now people our planet, with busy hands and scheming brains. While we, too, are active on the scene, life seems something quite secure; we do not realize how busy is the scythe of death. Every fifty or sixty years, like a vast arrayof ghosts, they flit, these myriads, over the stage of life, almost with an audible wail over their unsubstantial vanity, and vanish, we know not where. How few from among this spectral array of our fellows leave any record of their being to remain in the memory of the world? And who are those few? Not the wealthy, the haughty, the despots who ruled by force. Scarce one of these, except it be for the scorn and execration of posterity. Those who pass away to leave behind an earthly immortality, are they who brought into the world more of the enduring elements of spiritual power. A Homer, Shakespeare, Dante, Burns—poor, untitled and obscure—sends forth from a spirit finely organized a thrill of melody sweet, sad or cheerful, in response to the experience

that has swept over his heart, and the bodiless tone goes down the ages when the creative soul has fled, rising above the noise of wars, the crash of falling empires and the harsh discord of a conqueror's fame. From the mind of a David or Isaiah gushes a lyric psalm or gorgeous prophecy of good; and those die not, though all traces of the Hebrew state, and the rich pomp of the ceremonial worship, the grand temple structure, and the millions who bowed within its courts, have gone into a common grave. Raffaelle and Angelo, during their earthly stay, caught gleams of more than earthly beauty, and left slight sketches of it in color or in stone; Mozart and Beethoven, with finer ears, reported symphonies which had never before been published in this grosser world; Bacon and Newton pointed to the method, and shed over the race the radiance of higher and sublimer truth; Washington and Howard yielded their hearts to the guidance of perfect principle and holy love; and thus out of the thousands of myriads of spirits that are driven across the stage of being like snowflakes before the storm, some half a score from every century endure because they have caught the elements of permanence from the ideal forces of nature into which they had baptized their souls.

I have often, in standing upon one of the bridges that connect the city of my residence with the metropolis of Massachusetts, and while reflecting upon the scene there presented to the eye, felt the force of the motto which was written by Paul. A little more than two centuries ago, no foot of any representative of the possessors of the soil had trod the surrounding shores. The river flowed in a beautiful, broad current to the sea, unbroken, except by the sea-bird's wing, or the soft, noiseless motion of the picturesque canoe. The stillness of primeval nature rested in benedic-

tion over the scene. Year after year the morning dawned upon a monotonous landscape, while the setting sun gilded the smoke that rose from humble cabins, and the deepening twilight gave a sombre gloom to groves and forests that enclosed the homes of the simple, unaspiring, dusky tenants of the soil. They were content, and nature remained undisturbed. And so it would have remained forever; but another people, with a deeper, more creative inward life, are directed to its shores, and the powerless natives melt in their path, quickly trodden down into forgotten graves. And now see how a magic ideal wand changes the whole aspect of the picture! Before their strong ideas the forests fall as if swept away by a resistless flame. Institution after institution springs up amid the solitudes, to answer an inward want in the new dwellers' breasts. Their emotions of worship dot the scene with temples, each consecrated to some slight difference in the ideas of God and Heaven; the river is bridged by their skill; their enterprise lines the shores with masts, and whitens the water with sails that are to take the breezes of every sea; from the blood-stained soil of another shoots the shaft that bears witness to their patriotism and heroic valor; on a third is set the shrine of learning, where the principles of freedom may be perpetuated in cultivated minds; where the deer roamed undisturbed the university springs forth in obedience to an intellectual call; towns grow populous along the track of the steam-car, the splendid triumph of their restless, cunning labor; and from a thousand points arise the structures that proclaim the existence of refinement, health, luxury, and an ever-active Christian love. What an organic revelation is such a panorama presented every day to dwellers in American cities, teaching the causal power and creative energy of ideas,

and feelings, and faith, and aspiration. These are the permanent forces of being, the substantial base of things. All history has been pliant to their moulding, leavening power. They work in the centre of empires; they heap up the embankments of social and political existence; often they shake, with a sudden earthquake throe, the rotten throne of kings and the hollow pillars of licentious palaces into ruin; and at times, when the pressure of force and fraud and falsehood becomes too desperate, they burst through some yawning revolution, rend all the strata of conventional resistance, and send forth a volcanic, fiery stream to overwhelm the obstacles which have too long restrained their natural and peaceful play.

THE OLD AND THE NEW.

BY GEORGE K. CAMP.

I.

Over the world from place to place
Wander the waifs of the human race;
But go where they will, or bide where they may,
They never forget the terrible day
When a rod or a ruler left its trace,
In a very emphatic and forcible way
On a sensitive spot. Yet who will say
He does not dream of the old disgrace
Whose memory death alone can efface,
With a heart that warms with a curious thrill,
As though the ruler were riotous still?

II.

I one time thought some men were born
With noses as red as the roses of morn,
And that these same so favored creatures
Were nothing at all if not "born" teachers.
Whenever I saw a tropical snout,
With bristles at intervals standing out,
And the crimson glow,
That all of us know,
My mind had never a single doubt,
That he thus garnished was modeled so
By powers too high to be rhymed about.

III.

I thought (alas, that it must be told !)—
I thought when a woman grew ugly and old,
Peevish and petulant, slim and grim,
And looked straight over her spectacle rim,
With hopes of a husband sadly past,
She drifted into a school at last—
Ancient and obsolete, easily crossed,
An old rose whitening under the frost,
With hardly a leaf left the stalk to adorn,
Much less to o'ershadow the threatening thorn.

IV.

I also thought that the luminous nose,
And the poorly-kept maiden—the frosted rose—
Were constantly framing ungodly schemes
To frighten the boys from adjacent streams,
And otherwise acting, I cannot but say,
In, more or less, a degenerate way.

V.

But the corkscrew curls and the nose are fled,
And the day of the ruler and the rod is dead,
    While into the scene sweet visions float
    As over a ruin the wood-bird's note;
Visions with cheeks (if the truth were said)
So charming, enchanting, and round, and red,
    That, ere they have fairly begun to teach,
The shaft of the Archer is aimed and sped,
    And out of the school-room's formal reach,
    They go, with the bloom and perfume of a peach,
        To wed.

VI.

And the men? Alas, but few expose
The typical olden, golden nose,
The rubicund symptom, seal and sign,
Which made him unearthly, if not divine,
And the prevalent hue is, wrong or right,
In this degenerate era, white.
Thus over the gray old ruin springs
A new life, lovely with blossomings.
    And the dull and dusty path we knew
    Is broidered with roses, and lilies, and dew.
And a thousand beautiful, blithesome things,
Like thoughts, in the verdure fold their wings.

SOME OF THE SUFFERINGS OF A LITERARY CELEBRITY.

BY OLIVER WENDELL HOLMES.

He is supposed to be a millionaire, in virtue of the immense sales of his books, all the money from which, it is taken for granted, goes into his pocket. Consequently, all subscription papers are handed to him for his signature, and every needy stranger who has heard his name comes to him for assistance.

He is expected to subscribe for all periodicals, and is goaded by receiving blank formulæ, which, with their promises to pay, he is expected to fill up.

He receives two or three books daily, with requests to read and give his opinion about each of them, which opinion, if it has a word which can be used as an advertisement, he will find quoted in all the newspapers.

He receives thick masses of manuscript, prose and verse, which he is called upon to examine and pronounce on their merits; these manuscripts having almost invariably been rejected by the editors to whom they have been sent, and having as a rule no literary value whatever.

He is expected to sign petitions, to contribute to journals, to write for fairs, to attend celebrations, to make after-dinner speeches, to send money for objects he does not believe in to places he never heard of.

He is called on to keep up correspondence with unknown admirers, who begin by saying they have no claim upon his time, and then appropriate it by writing page after page, if of the male sex; and sheet after sheet, if of the other.

If a poet, it is taken for granted that he can sit down at any moment and spin off any number of verses on any subject which may be suggested to him; such as congratulations to the writer's great grandmother on her reaching her hundreth year, an elegy on an infant aged six weeks, an ode for the Fourth of July in a Western township not to be found in Lippincott's last edition, perhaps a valentine for some bucolic lover who believes that wooing in rhyme is the way to win the object of his affections.—*June Atlantic.*

THE OCEAN.

BY OLIVER WENDELL HOLMES.

The ocean says to the dweller on its shores:—

"You are neither welcome nor unwelcome. I do not trouble myself with the living tribes that come down to my waters. I have my own people, an older race than yours, that grow to mightier dimensions than your mastodons or elephants; more numerous than all the swarms that fill the air or move over the thin crust of the earth. Who are you that build your gay palaces on my margin? I see your white faces as I saw the dark faces of the tribes that came before you, as I shall look upon the unknown family of mankind that shall come after you. And what is your whole human family but a parenthesis in a single page of my history? The raindrops stereotyped themselves on my beaches before a living creature left his footprints there. This horseshoe-crab I fling at your feet is of older lineage than your Adam, —unless, perhaps you count your Adam as one of his descendants. What feeling have I for you? Not scorn—not hatred—not love—not loathing—No!—indifference—blank indifference to you and your affairs, that is my feeling, say rather absence of feeling, as regards you. Oh yes, I will lap your feet, I will cure you in the hot summer days, I will bear you up in my strong arm, I will rock you on my rolling undulations, like a babe in his cradle. Am I not gentle? Am I not kind? Am I not harmless? But hark! The wind is rising, and the wind and I are rough playmates! What do you say to my voice now? Do you see my foaming lips? Do you feel the rocks tremble as my great billows crash

against them? Is not my anger terrible as I dash your argosy, your thunder bearing frigate, into fragments, as you would crack an eggshell? No, not an anger; deaf, blind, unheeding indifference—that is all. Out of me all things arose; sooner or later, into me all things subside. All changes around me; I change not. I look not at you, vain man, and your frail transitory concerns, save in momentary glimpses; I look on the white face of my dead mistress, whom I follow as the bridegroom follows the bier of her who has changed her nuptial raiment for the shroud.

"Ye whose thoughts are of eternity, come dwell at my side. Continents and isles grow old, and waste and disappear. The hardest rock crumbles; vegetable and animal kingdoms come into being, wax great, decline, and perish, to give way to others, even as human dynasties and nations and races come and go. Look at me! 'Time writes no wrinkle' on my forehead. Listen to me! all tongues are spoken on my shores, but I have only one language: the winds taught me their vowels; the crags and the sands schooled me in my rough or smooth consonants. Few words are mine, but I have whispered them and sung them and shouted them to men of all tribes from the time when the first wild wanderer strayed into my awful presence. Have you a grief that gnaws at your heart-strings? Come with it to my shore, as of old the priest of far-darting Apollo carried his rage and anguish to the margin of the loud-roaring sea. There, if anywhere, you will forget your private and short-lived woe, for my voice speaks to the infinite and the eternal in your consciousness."—*May Atlantic.*

WHAT TO DO WITH THE ENCYCLOPEDIA.

BY ELMER C. CAREY, YUBA CITY, CAL.

The more advanced scholars should have some knowledge of the most famous or most noted characters of the world's history, and the subjoined plan will furnish this information, besides being useful in other ways. It is suggested that the teacher prepare a list of the best known names of all ages. The teacher's memory will supply the best list to commence with, and write such names as Solomon, Cyrus, Alexander, Wellington, Cæsar, Columbus, Franklin, Mahomet, Cleopatra, Confucius, Hannibal, Cook, Livingstone, etc. Give these names to the class, and instruct the class to find what rank or calling belongs to each, what calling they belonged to, and the time they lived. The names and information can be tabulated in the following form:

No.	Name.	Profession or Rank.	Country.	B.	D.
1.					

If the pupils are required to learn the table, they should not be expected to memorize the dates in the last two columns.

ENCYCLOPEDIA WORK.

The following plan has been devised for giving pupils a systematic course of encyclopedia study, and recording the information gained thereby. It is designed for advanced classes, and can be assigned a stated place on the programme or used as a supplementary exercise.

The object of this work is to teach pupils how to find any desired information in a reference book, and it is not intended that the information so obtained is to be memorized—far from it. To be able to find a given word in a dictionary, or to turn to any desired information in a series of encyclopaedias, and to do so expeditiously, is a very desirable accomplishment, posseseed by few. Besides teaching facts, we should show the pupils how to acquire knowledge without our help.

The class should copy the following schedule after it has been placed on the board; if desired it could be divided, and the columns under the heads of "settlement" and "discovery" placed in one schedule, and the remaining columns in another.

No.	Name.	DISCOVERY.			SETTLEMENT.			Territory how obtained.	Organized as a Territory	ADMITTED.		Capital.	Largest City.	RANK.		Productions.	Order of Admission.
		Who.	When.	Country.	Who.	When.	Where.			When.	President.			Pop.	Area.		
1.	California.	Cabrillo.	1542.	Spain.	Spanish.	1769.	San Diego.	Purchased.	1848.	1850.	Fillmore.	Sacramento.	S.F.		2.	Wheat, gold.	31
2.																	
3.																	

The states and territories are to be written in the proper column in alphabetical order; the remaining columns are to be filled in correctly, and the scholars are to obtain the facts from their text-books, or any encyclopædia or reference-book to which they have access. From time to time the work should be compared, and any irregularities corrected. In the column for productions, only the leading product should be placed.

The teacher can also give the class a list of cities to be looked up; use the three columns under the heading "Settlement," and the column for "Rank according population." Another list comprising rivers, lakes, straits, capes, etc., can be used, in which only the first three columns should appear.

WORK FOR THE HISTORY CLASS

To assist those teachers who have trouble in presenting the subject of History in a satistactory manner is the object of the writer in producing the following lines.

Teachers should bear in mind that the subject in quesis as vast as the ocean, and if the pupil succeeds in grasping a few facts from the innumerable number which present presents themselves, it is all that can be expected. A few prominent points in the history of our country should be in the possession of every scholar, but all details and minor points should not be memorized.

The text book should be used as a reader, and I am in favor of having scholars in history use no other reader. By so doing, the pupils will acquire a general idea of the subject, become familiar with historical terms, names, etc., and thus obtain much necessary information without any time being lost. Some teachers have the class read through the text-book before any attempt is made to memorize dates or connect events, etc.

The war-history of the United States can easily be mastered by the pupil if presented in a manner similiar to the following:

The teacher places the annexed schedule on the board, leaving the columns blank.

Wars of the United States.

NO.	WAR.	BEGAN.	ENDED.	TIME.	PRESIDENT.	AM. GENERALS.	CAUSE.	RESULT.
1	Revolution.	1775.	1783.	8 yrs.	——	Washington. Green. Gates. Morgan. Lee.	England taxed the Americans without their consent	The American Colonies were declared to be free and independent.
2	1812.							

Require the pupils to fill out the columns, after copying the plan on their slates; it will be necessary for them to hunt through their books for the required information which is just what is wanted. The cause of each war should be given as briefly as possible; let the scholars give their opinions, after which the teacher will give correct information in the simplest way.

Cause of the war of 1812: "England claimed the right to search American vessels, and take from them all sailors of English birth," etc.

When the columns have been correctly and concisely filled, the whole table should be memorized, never to be forgotten. When the pupils have all the facts contained therein, they will have more knowlege of our history than ninety-nine per cent. of their parents, and will have a framework to build upon in the future.

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: Yours of the 14th is at hand. I think that you have done right in refusing to draw a requisition for a teacher who employs and pays an assistant who does not hold a legal certificate. In the employment of such an assistant the spirit of the law is directly violated.

DEAR MISS: The County Board of Education can recommend you for an Educational Diploma, although your certificate has expired, if that certificate was a First Grade Certificate and was held by you for the period of one year

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DEAR SIR: If there is no money to the credit of a District out of which a Census Marshal can be paid, and no one public spirited enough to do the work for nothing, I do not see how the census is to be taken. In case it is not taken, the people of the district will have to suffer for it.

DEAR SIR: The law does not directly prohibit a member of the County Board of Education from preparing examination questions for a class, members of which he has prepared for the examination. To do so, however, would be against the spirit of the law, and it would be against all principles of good taste.

DEAR SIR: The acts of a person appointed by the County Superintendent to fill the place of an absent member of the Board of Education during his absence would be illegal.

2nd. Any books on the list of library books adopted by the County Board of Education, may be purchased with the library fund.

3rd. To purchase several readers of the same kind, would in my opinion be contrary to the spirit of the law.

4th. If the Bible, or the Koran, or any other book, is on the library list, it may be purchased with the library fund.

DEAR SIR: In my opinion the library fund cannot be used for the purchase of mottoes, historical engravings, paintings, or portraits of prominent persons. They are not school apparatus, and the law says that the fund may be used for apparatus and for books.

DEAR SIR: Yours of the 4th is at hand, in which you say: I desire your advice concerning a dilemma in which the Trustees of several districts of my County have got into on account of ordering Bancroft's voluminous works on the Pacific Coast, embracing some thirty or forty volumes, if ever completed; now if these works cannot and should not be paid for out of the library fund, would it not be the best policy for the Trustees to reship the books to Bancroft at once and inform him of the reason for so doing? Under the circumstances set forth in your question, I think it would. For while they are in your possession, you are responsible to a certain extent for their condition. You must use a certain degree of care to protect them from injury. You desire

further, the opinion of this office as to whether the Trustees can contract for a whole set of books in advance? The Trustees cannot purchase more books than can be paid for by the money in the fund at the date; that the Constitution of California says: "No * * school district shall incur any indebtedness or liability in any manner, or for any purpose, exceeding in any year the income and revenue provided for it for such year, without the consent of two-thirds of the qualified electors thereof, voting at an election to be held for that purpose, nor unless before or at the time of incurring such indebtedness provision shall be made for the collection of an annual tax sufficient to pay the interest on such indebtedness as it falls due" etc.

"Any indebtedness or liability, incurred contrary to this provision, shall be void." Under this provision, and under the general provisions of law, bearing on this matter, the Trustees have, in my opinion, no right to enter into contracts in excess of the money on hand at the date of the contract.

DEAR SIR: I have just received your letter of yesterday asking for instructions as to your duties in listing Mongolians?

They are placed on the back of the blank forms furnished to you, in the greatest detail; I do not see how they could be made plainer. Those between five and seventeen years of age, *native-born*, born in the United States, are to be listed in the proper columns.

Orphan children no longer at the asylum, but residing in your district, must be listed like other children—the names of guardians being given.

DEAR SIR: In reply to your letter of the 26th inst (which I find here to-day on my return from duty elsewhere)

I beg leave to say: That the school law—section 1593—is obscurely expressed and likely to give rise to the two interpretations which you mention; but I believe its true intent is that your District, Pacific Grove, like all others, must hold an election on the first Saturday in June for school Trustees.

Doubtless the mention of "new school districts" in subdivision two, of that section, referred to such new districts as were to commence operations at the beginning of the new school year on July 1st ensuing.

DEAR SIR: In your letter of yesterday, you ask: Which sections, if any, of article XVII, City Board of Examination, have been repealed? Answer: those which empower City Boards of Examiners to examine and grant certificates to Teachers, to wit: Sections 1791 and 1792.

DEAR SIR: I answer to your letter of the 23d of May: I beg leave to say that in my opinion the new district set off from the old one went into operation when its own Board of Trustess were qualified.

Inasmuch as both schools were entitled to be kept the same length of time, and the one now belonging to the new district had in fact been kept two months less, the latter has a just claim on the funds before division for enough money to keep the school two months, and after that is reserved the division should take place as the law directs.

BOOK NOTICES AND CLIPPINGS FROM REVIEWS.

The *North American Review* concludes its seventieth year with its June number. It never had so large a circulation, nor greater influence, nor a more brilliant staff of contributors. This number discusses seven topics of vital public interest by no less than fourteen eminent writers, not including the short contributions in "Comments." "Shall Silver be Demonetized?" is answered, pro and con, by three distinguished economists, Sumner, Laughlin and Walker, representing Yale and Harvard Colleges, and the Massachusetts Institute of Technology. "The Tardiness of Justice" is discussed by Judge W. L. Learned, and "Prohibition in Politics" by Gail Hamilton; "The Swearing Habit" by E. P. Whipple, and "French Spoliation Claims" by Edward Everett. The policy of the Roman Catholic hierarchy toward our Public Schools is assailed by a new polemic, Mr. M. C. O'Byrne, of North Carolina, and defended by Bishop Keane, of Virginia, with equal erudition. It is a most interesting double presentation of an impending issue. "How Shall Women Dress?" is answered by Charles Dudley Warner, Elizabeth Stuart Phelps, Dr. W. A. Hammond, Dr. Kate J. Jackson, and Mrs. E. M. King, the English leader of the dress reform movement.

ABOUT THE READING CLASS.

BY ELMER E. CAREY, YUBA CITY, CAL.

A writer, generally, should not pick flaws and discover fault unless he has a proper remedy to propose, or, at least, can offer some suggestions that will be of service in the case. I want to find fault, discover flaws and make myself generally disagreeable, but some improvements (?) will be suggested, which, it is hoped, will cause me to be excused.

Our pupils do not read correctly; they do not call the words correctly; omissions, repetitions, interpolations and every possible mistake can be noticed in the reading of the average scholar. This is the rule. Ask the unsuspicious pupil to read a paragraph, and carefully note mistakes. He will make a dozen blunders, as he rattles off the sentences like an auctioneer. Many mistakes are such that they can not be detected by the ear, as the sense of the reading will still be apparent, but errors and mistakes appear innumerable. This is true of all our country schools, and the teachers are to blame.

On the first day that I took charge of a certain school I took up a bright-appearing boy to read. Among other sentences occurred the following:

"Where does space begin and end?"

As soon as his eye rested on the line he read (?) instantly:

"When does place before the end?"

T.—Wrong.

Boy (quickly again)—"When does **place** before the end?"

T.—Wrong.

B. (as before)—"When does place before the end?"

T.—Wrong.

B. (after a pause)—"Where does place before the end?"

I made the usual reply, and after a little longer pause the boy read and called another word correctly. Then he read the first word wrong again. And so on. At the eighth or ninth trial he came out triumphant. He should have read the sentence correctly as many times as he had before read it incorrectly.

What is to be done? In such cases the teacher must follow the reading, not only with the ear, but also with the eye. Stop the pupil at each error, but do not point out the mistake. Have the line re-read until the words are correctly called.

Never allow the pupil to read on after making a mistake. Let the class point out all mistakes, and have the errors corrected by the next pupil. This rule must be adhered to at any cost, if the pupils ever read correctly.

We are told that the pupil should always be corrected at the time he makes an error in speech, and it is equally important that errors in reading should be corrected at the moment they are made.

The usual plan in reading classes is to allow a pupil to read a paragraph, and then the errors are noted. This is equivalent to showing a person over a beautiful landscape, and then, when the scene has passed from sight, to attempt to point out the particular beauties of the different views. When a boy has finished reading a section he has no more interest therein, and to tell him he miscalled a certain word in the third line is about as sensible as to tell him that he

made a mistake in spelling three weeks ago, and will have as much effect as "rain on a duck's back."

But as soon as an error is noticed—suppose "often" is pronounced "of-ten"—let the pupil sit down. He knows exactly what error he has made, and for a moment, at least, he has a vivid idea how the word is pronounced, and very likely, when next he sees the word, he will call it correctly.

Now, the third reader class is called. Johnny stands to read, and the teacher looks over his shoulder or on another book. Johnny makes a mistake in the second or third word.

"Sit down; next read."

Mary breaks down on the first line. Perchance she repeats a word, leaves off an "s," etc.

"Sit down; next read."

Tell the scholars to raise their hands at any error, as no one can continue reading after a mistake. In a few weeks it will be found that the scholars can read a paragraph evenly and correctly, which they never can do under the old method.

In a short time the pupils will be able to detect the slightest error, and they will delight in watching for errors. Thus the teacher will be relieved of the necessity of following the reading, and can give some attention to the school. The pupils will attend to the lesson, and the mischievous boy will not have so much time to experiment with a pin on the thickness of his neighbor's epidermis.

Pursue the same policy with the larger class, and do not yield under any consideration.

Occasionally there is a pupil who is very backward in reading, and will miscall every other word. Shall we use the same plan with this scholar?

Certainly; better to read one word correctly than to blunder through a whole page. If a poor reader knows he must sit down at the first error, he will be more careful. He will look at the word before he speaks, and will try to stand as long as possible. Consequently, he will begin to improve, and at the end of the year he will be able to read as well as any in his class.

In case a pupil reads correctly, five or six lines should be the limit for the time. This will equalize the time, and prevent the best readers from taking up more than their share of the time.

The plan I have endeavored to outline is not simply an untried theory; it has been used term after term in different counties, and is the best way to conduct a reading class. It has turned blundering, halting pupils into intelligent and capable readers. It has taken a disorderly, noisy reading class, and transformed it into one that was attentive and able.

DO WE INHERIT SHAPELY BODIES?

BY WILLIAM BLAIKIE.

Probably more men walk past the corner of Broadway and Fulton street, in New York city, in the course of one year, than any other point in America—men of all ages and nations, heights and weights. Look at them carefully as they pass, and you will see that scarcely one in ten is either erect or thoroughly well built. Some slouch their shoulders and double in at the waist; some over-step; others cant to one side; this one has one shoulder higher than the other, and that one both too high; some have heavy bodies and light legs, others the reverse; and so on, each with his own peculiarities. A thoroughly erect, well proportioned man, easy and graceful in his movements, is far from a frequent sight. Any one accustomed to athletic work, and knowing what it can do for the body, must at times have wondered why most men allowed themselves to go along for years, perhaps through life, so carrying themselves as not only to lack the outward grace and ease they might possess, and which they occasionally see in others, but so as to directly cramp and impede one or more of the vital organs.

Nor is it always the man's fault that he is always ill-proportioned. In most cases it comes down from his progenitors. The father's walk and physical peculiarities appear in the son, often so plainly that the former's calling might almost be told from a look at the latter.

A very great majority of Americans are the sons either of farmers or merchants, mechanics or laborers. The work of each class soon developes peculiar characteristics. No

one of the four classes has ordinarily had any training at all aimed to make him equally strong all over. Broad as is the variety of the farmer's work, far the greater, and certainly the heavier, part of it tends to make him stoop forward and become inerect. No man stands up straight and mows. When he shovels, he bends more yet; and every ounce of spade or load pulls him over, till, after much of this sort of work, it requires an effort to stand upright. Ploughing is better far the upper body, but it does not last long. While it keeps one walking over uneven ground, it soon brings on an awkward, clumsy step, raising, as it does, the foot unnaturally high. Chopping is excellent for the upper man, but does little for his legs. In hand-raking and hoeing the man may remain erect; but in pitching and building the load, in nearly every sort of lifting, and especially the heavier sorts, as in handling heavy stone or timber, his back is always bent over. It is so much easier to slouch over when sitting on horse-rake, mower or harvester, that most persons do it.

Scarcely any work on a farm makes one quick of foot. All the long day, while some of the muscles do the work, which tends to develop them, the rest are untaxed, and remain actually weak. A farmer is seldom a good walker, usually hitching up if he has an errand to go, though it be scarce a mile to go; and he is rarely a good runner. He is a hearty, well-fed man, not only because wholesome food is plenty, but because his appetite is sharp, and he eats with relish and zest. Naturally a man thinks that, when he eats and sleeps well, he is pretty healthy, and so he usually is; but when he is contented with this condition of things, he overlooks the fact that he is developing some parts of his body, and leaving others weak; that the warp he is encouraging in that body, by twice as much work for the muscles

of his back as for those of the front of his chest, while it enlarges the former, often so as to render it muscle-bound, actually contracts the latter, and hence gives less room for the heart, lungs, stomach and all the vital organs, than a well-built man would have. If a man should tie up one arm, and with the other steadily swing a smith's hammer all day, there is little doubt that he would soon have an excellent appetite and the sweet sleep of a laboring man. But in what shape would it leave him in a few years, or even in a few months? The work of the farmer, ill-distributed as to the whole man, leaves him as one-sided as the former. It is in a lesser degree, of course, but still so evident that he who looks even casually may see it.

While the farmer's work makes a man hearty and well, though lumbering, it takes the spring out of him. The merchant is, physically, however, in a worse position. Getting to his work in boyhood, sticking to it as the busiest man in the establishment, his body often utterly unfit and unready for even half the strain it bears, he struggles on through the boy's duties, the clerk's, and the salesman's, till he becomes a partner; or perhaps he starts as entry-clerk, rises to be book-keeper, and then stays there. In many kinds of work he has been obliged to stand nearly all day, till his sides and waist could scarcely bear it longer, and he often breaks down under the ceaseless pressure. If his work calls him out much, he finds that the constant walking, with his mind on the stretch, and more or less worried, does not bring him that vigor he naturally looks for from so much exercise, and at night he is jaded and used up, instead of being fresh and hearty. When exceptional tension comes, and business losses or reverses make him anxious and haggard, there is little in his daily work which tends to draw

him out of a situation that he could have readily and easily fitted himself to face, and weather too, had he only known how. To be sure, when he gets well on and better to do, he rides out in the late afternoon, and domestic and social recreation in the evening may tend to freshen him, and fit him for the next day's round; but, especially if he has been a strong young man, he finds that he is changed, and cannot work on as he used to do. His bodily strength and endurance are gone. The reason why is plain enough: when he was at his best, he was doing most work, and of the sort to keep him in good condition. Now there is nothing between rising and bedtime to build up any such strength, and he is fortunate if he retains even half of what he had. To be sure, he does not need the strength of a stalwart young farmer, but, could he have retained it, he would have been surprised; if he had taken sufficient daily exercise to regulate himself, how valuable it would have been in toning him up for the severe work and trial of the day. If, instead of the taxed and worn-out nerves, he could have had the feeling of a man of sturdy physique, who keeps himself in condition, who does not know what it is to be nervous, what a priceless boon it would have been for him!

Who does not know among his friends business men whose faces show that they are nearly all the time overworked; who get thin, and stay so; who look tired, and are so; who go on dragging along through their duties—for they are men made of the stuff which does the duty as it comes up, whether hard or easy? The noon meal is rushed through perhaps when the brain is at white-heat. More is eaten, both then and in the evening, than will diggest; and good as is the after or the before dinner ride, as far as it goes, it does not go far enough to make the digestion sure. Then

comes broken sleep. The man waking from it is not rested, is not rebuilt and strong, and ready for the new day.

With many men of this kind—and all city men know they are well-nigh innumerable—what wonder is it that nervous exhaustion is so frequent among them, and that physicians who make this disorder a specialty often have all that they can do? One of the most noted of them, Dr. S. Weir Mitchell, of Philadelphia, in his valuable little book, "Wear and Tear; or, Hints for the Overworked," page 46, says:

"All classes of men who use the brain severely, and who have also—and this is important—seasons of excessive anxiety or grave responsibility, are subject to the same form of disease; and this is why, I presume, that I, as well as others who are accustomed to encounter nervous disorders, have met with numerous instances of nervous exhaustion among merchants and manufacturers.

"My note-books seem to show that manufacturers and certain classes of railway officials are the most liable to suffer from neural exhaustion. Next to these come merchants in general, brokers, etc.; then, less frequently, clergymen; still less often, lawyers; and, more rarely, doctors; while distressing cases are apt to occur among the over-schooled young of both sexes."

And while the more active among business men run into this sort of danger, those less exposed to it still do little or nothing to give themselves sound, vigorous bodies, so as to gain consequent energy and health, and so they go through life far less efficient and useful men than thoy might have been. Hence their sons have to suffer. The boy certainly cannot inherit from the father more vigor and stamina than the latter has, however favored the mother may have been; so, unless the boy has some sort of training which builds

him up, his father's weaknesses or physical defects are very likely to show in the son.

Nor do most classes of mechanics fare much better. Take the heavier kinds of skilled labor. The blacksmith rarely uses one of his hands as much as the other, and often has poor legs. Indeed, if he has good legs, he does not get them from his calling. The stone-mason is equally one-handed—one hand merely guiding a light tool, the other swinging a heavy mallet. Nine-tenths of all machinists are right-handed. And so on, through the long list of the various trades where severe muscular exertion is requisite, there is a similar uneven distribution of the work to the various parts of the body, the right arm generally getting the lion's share, the left but little, the back more than the chest—or, rather, than the front chest—and the legs having but passive sort of work at best.

Continued in next number.

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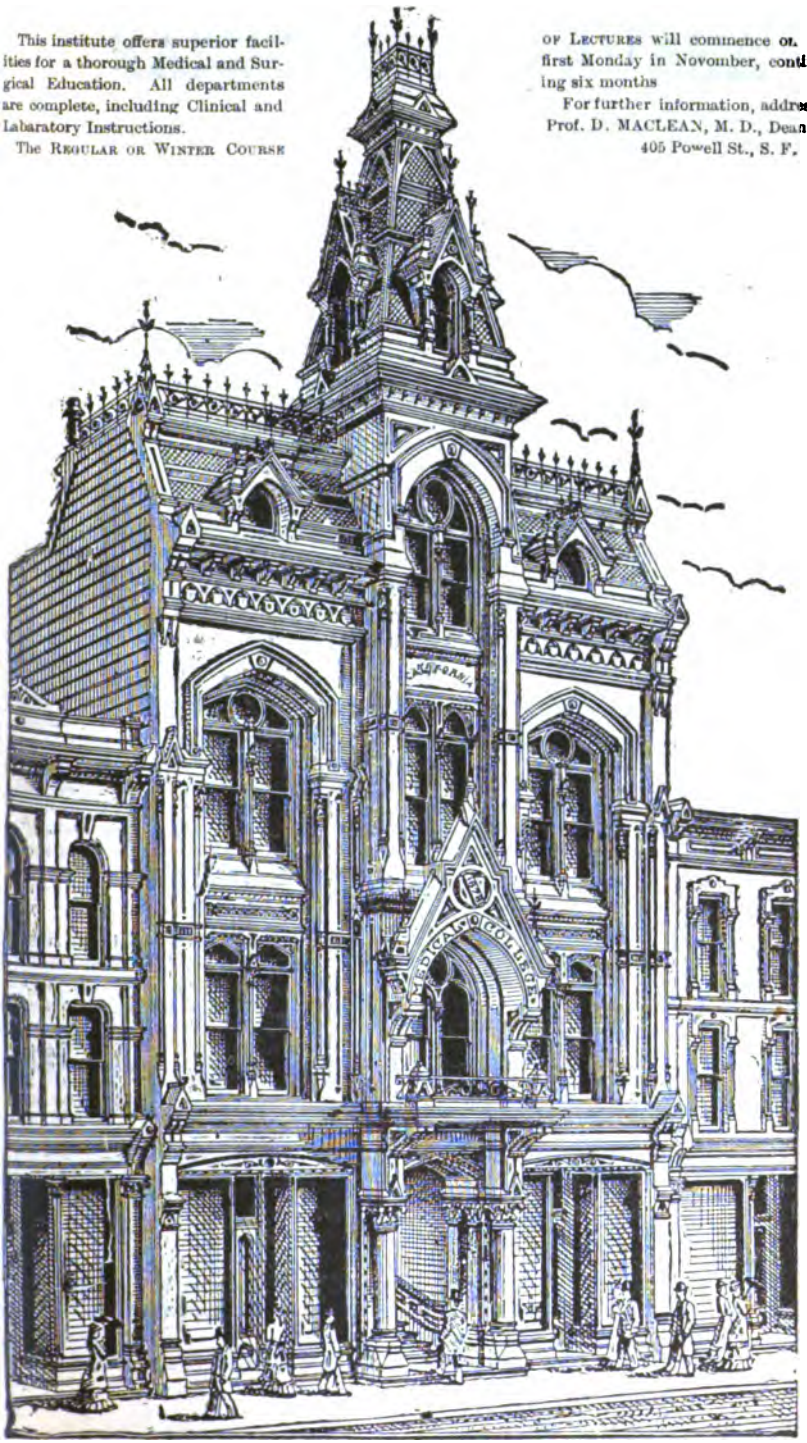

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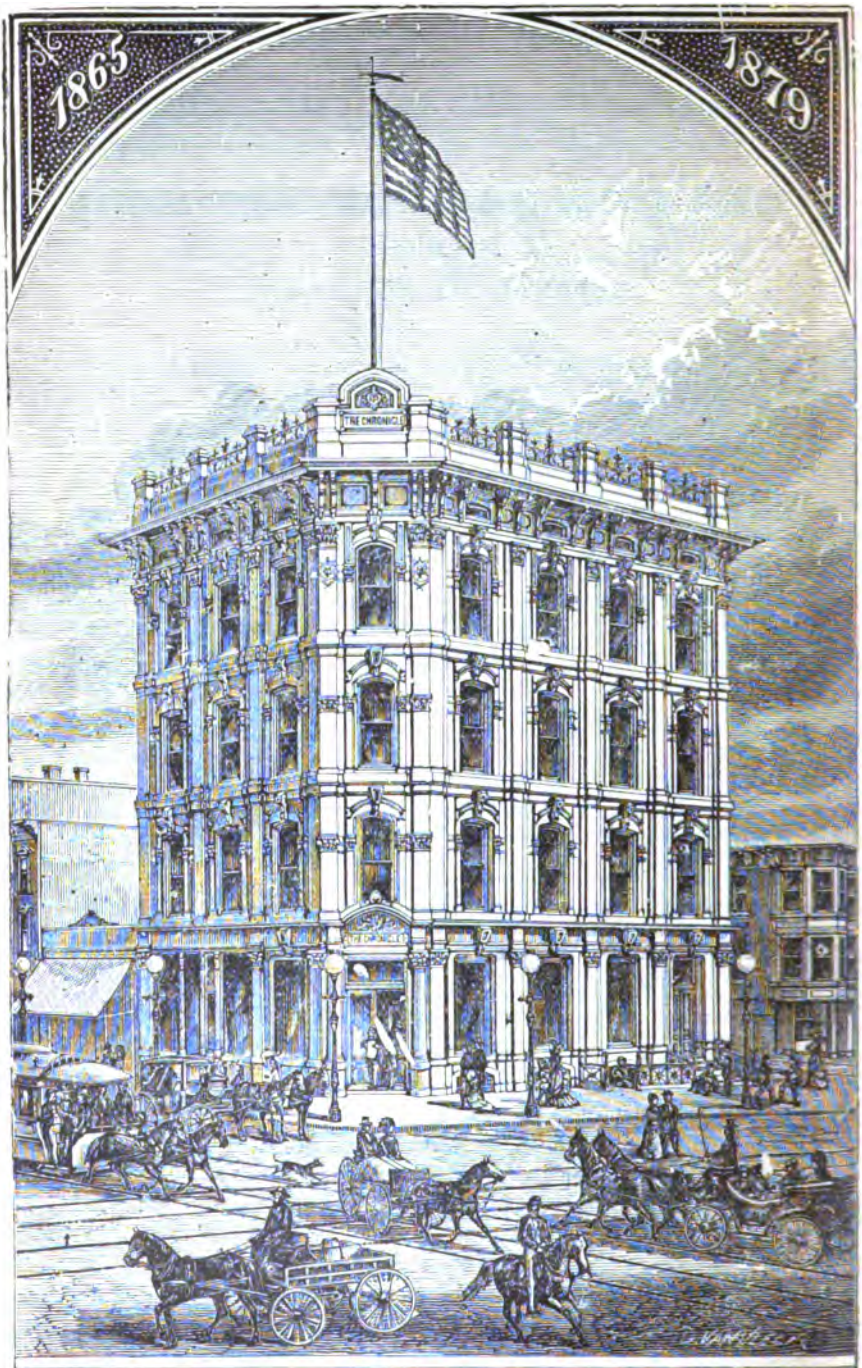

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THE

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AUGUST, 1885.

VOL. V, No. 1.

Official Organ of the Department of Public Instruction

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VOL. V. AUGUST, 1885. No. 1.

THE POWER OF A PHYSICIAN.

BY OLIVER WENDELL HOLMES.

The art of the physician can do much to remove its subjects from deadly and dangerous influences, and something to control or arrest the effects of these influences. But look at the records of the life-insurance offices, and see how uniform is the action of nature's destroying agencies. Look at the annual reports of the deaths in any of our great cities, and see how their regularity approaches the uniformity of the tides, and their variations keep pace with those of the seasons. The inundations of the Nile are not more certainly to be predicted than the vast wave of infantile disease

which flows in upon all our great cities with the growing heats of July, than the fevers and dysenteries which visit our rural districts in the months of the falling leaf.

The physician watches these changes as the astronomer watched the rise of the great river. He longs to rescue individuals, to protect communities from the inroads of these destroying agencies. He uses all the means which experience has approved, tries every rational method which ingenuity can suggest. Some fortunate recovery leads him to believe he has hit upon a preventive or a cure for a malady which had resisted all known remedies. His rescued patient sounds his praises, and a wide circle of his patient's friends join in a chorus of eulogies. Self-love applauds him for his sagacity. Self-interest congratulates him on his having found the road to fortune; the sense of having proved a benefactor of his race smooths the pillow on which he lays his head to dream of the brilliant future opening before him. If a single coincidence may lead a person of sanguine disposition to believe that he has mastered a disease which had baffled all who were before his time, and on which his contemporaries looked in hopeless impotence, what must be the effect of a series of such coincidences even on a mind of calmer temper! Such series of coincidences will happen, and they may well deceive the very elect. Think of Dr. Rush—you know what a famous man he was, the very head and front of American medical science in his day—and remember how he spoke about yellow fever, which he thought he had mastered!

Thus the physician is entangled in the meshes of a wide conspiracy, in which he and his patient and their friends, and Nature herself are involved. What wonder that the

history of Medicine should be to so great an extent a record of self-delusion!

If this seems a dangerous concession to the enemies of true science and art of healing, I will remind you that it is all implied in the first aphorism of Hippocrates, the Father of Medicine. Do not draw a wrong inference from the frank statement of the difficulties which beset the medical practitioner. Think, rather, if truth is so hard of attainment, how precious are the results which the consent of the wisest and most experienced among the healers of men agree in accepting. Think what folly it is to cast them aside in favor of palpable impositions stolen from the records of forgotten charlatanism, or of fantastic speculations spun from the squinting brains of theorists as wild as the Egyptian astronomer.

Begin your medical studies, then, by reading the fortieth and the following four chapters of Rasselas. Your first lesson will teach you modesty and caution in the pursuit of the most deceptive of all practical branches of knowledge. Faith will come later, when you learn how much medical science and art have actually achieved for the relief of mankind, and how great are the promises it holds out of still larger triumphs over the enemies of human health and happiness.—*July Atlantic.*

THE OLD-TIME SCHOOL.

[Following up the line of thought suggested by Mr. Kinne, in his powerful article in the May number of the JOURNAL, we clip the following from the S. F. *Call*:]

Men of middle age look back upon the common schools in which they received all the education they obtained in school and wonder what a pupil in our modern schools does with his time. In the early days of the public school the school term was three months in the year. Very young pupils were sent to school three months in the summer, but these were rarely attended by children over 12 years of age. Three months in the year, from 5 or 6 years of age until about 18, was all the schooling the average New England boy had at public expense. He did not come out a finished scholar, but with a kind of every-day mastery of the English language, and with a general knowledge of history, geography and arithmetic. Studies in the latter branch were carried far enough to fit a boy for any kind of business which does not require an expert knowledge of mathematics. A large majority of these boys never had any schooling they did not get at the public school. Yet they became what is known as fairly well-educated men. They could read fluently and understandingly, spell correctly, parse any ordinary sentence, "do" any sum in arithmetic that would occur in ordinary business, locate and country in the world on its proper continent and nearly in its latitude, and had also some general and accurate knowledge of history. This is the outline of the education that was imparted in three months in the year instruction in our early public schools. We are not sure

that ten months' schooling gives better results now. More studies are introduced and more time is consumed in non-essentials. The text-books are verbose and confusing. The methods of imparting instruction are so intricate that the mind fails to grasp the substance. Teaching now is the ultimate of the science how not to teach. Before our tax-payers conclude to assess themselves to the extent of $1,000,000 to furnish school accommodations for 40,000 pupils, leaving 20,000 still unprovided for, they will be apt to ask if this intricate and cumbersome system of public schools cannot be simplified without detriment to the rising generation. There is a fearful amount of waste somewhere in this system. The average child of to-day is as bright and quick to learn as the average child of the preceding generation. He would learn as much in the same period of time with equal teachers and under the same system. Why is it, then, that boys and girls tumble out of school at 17 or 18 years of age, after eight or ten years in which attending school has been their only occupation, with a less thorough knowledge of the essentials than scholars acquired in one-third of the time under the old system? An objection urged against a general education of the people is that education disinclines them to work. What can be expected of a boy who leaves school at 18 or 19 with a smattering of book knowledge and no other knowledge except what he may have picked up in the streets? Habits of industry are easily formed in the years between childhood and youth, but young people who have never been required to do anything but attend school until well grown are apt to find labor irksome. They look upon the education which they have spent so many years in acquiring as a kind of capital to help them along in life. Consequently they

disdain the pursuits in which education, so called, does not play a prominent part. It will probably always be the ot of a vast majority of civilized human beings to earn their living by the labor of their hands. They should not be brought up in ignorance on that account. The farm, the workshop and the school should be joint educators; neither one should have the child to the exclusion of the other. Too much time devoted to school when tho hands have to do the work for a livelihood may be as bad in its effects as to little.

DESIGN IN ANIMAL PHYSIOLOGY.

The earth serves as the place of habitation for two kinds of existence—the animal and vegetable—in whose formation and functions we discover the beautiful dispensations of Providence, extending on every side over a vast range of beings, and demonstrating the unity of plan on which organized creation has been devised. And first, the whole circle of our knowledge does not afford greater evidence of design than comparative anatomy: in it we find innumerable contrivances for the comfort and happiness of the different tribes of beings adapted to the peculiarities of their condition; in each animal we see the same organ repeated, bnt modified to render it more available to the habits of its possessor; and among all the wonders of creation, there are none which strike the inquiring mind more forcibly than this change or modification of formation for the obvious purpose of accommodation to circumstances. Were all animals formed alike, or did the differences which exist between them bear no relation to their habits or destinies, it would be less easy to refute the doctrine which assigns all things to material causes, and excludes the designing hand of an intelligent Creator. Although even then the argument would be totally untenable, still the demonstration which disproves it would have been less satisfactory and perfect, as the surprising skill and beneficent care by which the structure of every animal is adapted to its individual habits and necessities could not have been so well displayed. A single tool in the hands of the carpenter is a proof of contrivance; but that proof is much multiplied, and rendered more forcible,

when we find the same instrument modified into a thousand forms to suit the different operations of the workman. Few of the functions of animated beings better illustrate this than that of alimentation, which we shall now endeavor briefly to trace, through the humble zoophytes and worms, up to birds and mammiferous animals.

STRUCTURE OF ZOOPHYTES, ETC.

Nutrition is common to all animals without exception; and the numerous and varied modifications of the means employed to effect it, are obvious proofs of the design and intelligence of the Creator. There are some animals so nearly allied to plants as to be scarcely distinguishable from them; and in these, as in plants, nutritive matter is introduced by mere imbibation. Fixed like plants to the spot where they grow, any other organs would have been superfluous; while to those which are not so attached, but seek their food and obtain it through their locomotive powers, organs for seizing and preparing it are necessary. In them, therefore, we find lips variously and curiously modified; glands about the mouth for furnishing fluids for lubricating dry alimentary matters; a tongue, or something analagous to it; teeth and jaws for breaking down hard substances, and rendering them fit for swallowing; with a passage called the œsophagus, or gullet, leading from the mouth to the stomach, in which the food is at last dissolved, and rendered fit for nourishing the animal. But it is not until we advance some way in the great chain of animal life that these parts become sufficiently obvious, or their offices clearly defined. In the very lowest orders, the mouth and stomach are one continuous tube, or all stomach, as it may be called, and so simple in construction that the animal may be turned inside out without

detriment to it; that which was external being now internal, and performing, apparently with equal facility, all the offices of what was previously the stomach. As we advance, however, we find the nutritive organs ceasing to be a mere sucking apparatus, or a receptacle for imbibed fluids. In those whelks which are furnished with a proboscis, we find a cavity occupied by the aperture of the œsophagus, a tongue, and teeth; while the snail possesses a perfectly formed mouth and lips. Among the worms, whose stomachs are generally membranous bags, as we find examples of wonderful contrivance and design. Thus the powerful stomach of one species contains three hard calcareous shells, by which the individual is enabled to bruise and masticate the shelled animals on which it feeds. The discoveries of Ehrenberg respecting the animalculæ inhabiting different vegetable infusions, have extended in an extraordinary degree our knowledge of the divine power; and the marks of design displayed in beings to whom, in relative size, the mite is as an elephant, afford astonishing displays of a minute and most beneficent attention to the preservation of these curious creatures, in whose organization and instincts new and admirable indications of creative wisdom are revealed.

As we ascend higher in the scale of existence, we find the digestive apparatus ceasing to be simple cavities, or canals hollowed out of the substance of the body, and becoming distinct organs formed by membranes and coats proper to each; and among these, the first example occurs in the sea-anemone, in which we find spaces intervening between the coats of the stomach and the skin of the animal; here, however, the stomach is still a blind pouch, one aperture serving alike for receiving and ejecting the alimentary

matters. In the *echini*, or sea-urchins, these organs are still more perfect. Those of mastication are peculiarly developed; an œsophagus, or gullet, also presents itself, and a stomach continued into a regular intestine, which takes two turns in the body before it terminates.

STRUCTURE OF INSECTS.

In the digestive organs of insects, we meet with a multitude of new and peculiar formations, while most of the simple forms found in the lower animals are here repeated. The organs of mastication, deglutation, and suction, present such remarkable differences that the arrangements of modern systems of entomology have been chiefly founded on them. In this order of animals, nutrition by vegetable substances is much more common than in those below it; indeed, as Blumenbach has observed, the business of nutrition in insects does not seem to have for its object the mere preservation of the individual, as in most red-blooded animals, but but chiefly the consumption of organized matter, which will appear from considering the structure of their alimentary canal. In most of those which are subject to a metamorphosis, the stomach in the larva state is of a great size in comparison with the short intestinal canal; while those, on the contrary, which take little or no nourishment in their perfect state, have this organ remarkably diminished, and, as it were, contracted. Dr. Roget, in his admirable Bridgewater Treatise, has beautifully illustrated the subject, by drawings of the three different states of the entire alimentary canal of the privet hawkmoth: first, when a caterpillar; then as a chrysalis; and lastly as the moth; and of these, taking our text from Roget, we shall endavor to give some account. We have seen that in the caterpillar the stomach

forms by far the most considerable portion of the alimentary canal, bearing some resemblance in its structure and capacity to the stomachs of certain worms. This is followed by a large, but short and perfectly straight intestine. In the chrysalis, these organs have undergone considerable modifications; the whole canal, but more especially the stomach, being contracted both in length and width; the shortening of the intestine not being proportionate to that of the whole body, obliges it to be folded upon itself for a certain length. In the moth, the contraction of the stomach has proceeded much further, and an additional cavity, which may be considered as a kind of craw, is developed; the small intestine takes a great many turns during its course, and a large pouch has been formed at the part where it joins the large intestine. "When we consider," say Kirby and Spence, speaking of the phenomena which we have detailed, "the adaptation of all these changes of form, the loss of old organs and the acquisition of new ones, to the functions and mode of life of the animal, we see evidently the all-powerful hand of that Almighty Being who erected the universe, upholding by His providence, and the law that He has given to every creature, the system that He at first brought into existence."

In insects, all parts concerned in digestion are in general smaller and less complicated in the carnivorous than in the herbivorous tribes, apparently from the matters on which the former subsist being already animalized, and requiring therefore less preparation before they are received into the blood; and it is no slight indication of design to observe in them how admirably parts are adapted to the animal necessities. Thus, scorpions, spiders, millepedes, and others which live for the most part on hard animal substances, are

furnished with jaws of a firm horny texture, in many cases very large, when compared with the size of the animal; dragon-flies and beetles, particularly the stag-beetle, are examples in which the jaws are very large and manifest, often possessing tooth-like edges; and these, too, feed on smaller insects than themselves. In another description, of which the bee, wasp, and ant are examples, we find the animal deserting the coarser kinds of food, living chiefly on juices; and in them also we again find the same mode of taking nourishment as in the lowest stages of the animal kingdom—namely, by means of organs of suction, which here, however, are combined with organs for mastication. These organs of suction are still more developed in insects, such as gnats, house-flies, etc.; in them they consist of a tube, of which the sides are strong and fleshy, and movable in every direction, like the trunk of an elephant, and having at the extremity a double fold, resembling lips, which are well adapted for suction. The gnat, and other insects which pierce the skin of animals, have for this purpose instruments termed "lancets," from their shape and office. In the gnat, they are five or six in number, finer than a hair, exceedingly sharp, and generally barbed on one side; while in the house-fly they are flat, like the blade of a knife. In the butterflies, however, which are almost wholly independent of solid nutritive matter, these organs present themselves in the greatest perfection, and without any addition of teeth. The proboscis of this order of insects is a double tube, constructed by the two edges being rolled longitudinally till they meet in the middle of the lower surface, thus forming a tube on each side, but leaving also another tube, intermediate to the two lateral ones. This middle tube is formed by the junction of two grooves, which, by the aid of a curious apparatus of

hooks, lock into each other, and can be either united into an air-tight canal, or be instantly separated at the pleasure of the animal. How came such structures, but through the operation of intelligence and design?

STRUCTURE OF FISHES AND REPTILES.

Still ascending in the scale of creation, we come to the contemplation of fishes. We ask, was it by mere chance that the respiratory apparatus of fishes was so formed that their blood receives its vivifying principle from the air that is held in solution by the water in which they move? And who can, in this one instance, but discern the hand of a ruling Providence, adapting the structure of animals to the habits which are to characterize them? Was it by chance that in the plaice, the sole, the turbot, and other flat fishes, the eyes are placed both on one side of the body, an isolated instance of a want of uniformity to the two sides? No; the design is obvious; for as these animals are destined to continue always with one side in the mud at the bottom of the water, an eye on this side would have been superfluous and inconvenient to them. The same design and evident adaptation of structure to circumstances is apparent in the Surinan sprat. This singular animal generally swims so near the surface that its eye is partly in and partly out of the water; and all its parts correspond with this strange peculiarity, the pupil being partially divided into an upper and a lower portion, and the lens consisting of two globes, an upper and a lower one attached together. It appears that the superior part of the eye is, like that of terrestrial animals, adapted to refract rays transmitted by air, and the inferior part, like that of aquatic animals, those transmitted by water; and that the refracting power of the several parts of the eye

is accordingly much less above than below. With regard to the function of hearing, we find in fishes the Creator still proceeding on one vast plan or unity of design; with he exception of one species, all the parts of the ear are buried within the skull, and send no process to the surface, and this is precisely what we should have looked for in beings destined to hear through the medium of water, the vibrations of which, being so much more powerful than those of air, render a complicated apparatus, like that of terrestrial animals, in them superfluous. In the class of fishes, we see the lowest condition of the alimentary canal as it is found in vertebrate animals. Fishes, voracious to a proverb, subsist almost entirely on animal food. It is a dense, and rich, and moving, and tempestuous element, where vegetation is comparatively small contrasted with its development in the light and unresisting element of the atmosphere. This rich and resisting element of water abounds in every latitude with all forms of animated beings. Thus fishes have the means of easily satisfying their voracious appetites with a selection of all kinds of food. Their teeth, more instruments of prehension than mastication, are sharp, recurved, dense and pointed cones, adapted to grasp and retain every living thing that moves in the waters, and placed in all parts of the mouth of these all-devouring animals; their œsophagus, or gullet, is very wide and short, and directly opening into their capacious stomach. Thus the food of fishes not being masticated in the mouth, does not dwell there; and they are surrounded with an abundance of moisture, they require no salivary glands for lubricating the food, and they have none. Like larvæ, their stomachs are very large; and like them also, they are chiefly intent upon the gratification of their appetites. The intestine of fishes varies considerably in

length, according to the kind of food; but, generally speaking, it is not longer than their bodies; whereas in most reptiles—which compose the next class of animals in the ascending scale—it is considerably longer; a provision unnecessary in fishes, perhaps from the matters on which they for the most part feed being almost always of the same nature as their own bodies, and therefore requiring comparatively little preparation.

Leaving the consideration of the digestive apparatus, let us turn our attention, in reptiles, to the organs subservient to the function of respiration, which, though somewhat similar to the organs designed for that purpose in birds and mammiferous quadrupeds, differ from them in some remarkable particulars. In reptiles, indeed, as in birds and mammalia, there are lungs of a kind; but they are membranous, and not fleshy—that is to say, the cells which they contain are so much larger as to give them a membranous, and not a fleshy appearance—nay, in many reptiles the lungs consist of one membranous bag, very similar to the air-bladder of fishes. These lungs or bags are situated in the abdomen, and are loose and floating among the entrails; and they receive their supply of air, in general, not as in birds and mammiferous animals, in consequence of the formation of a vacuum around them, but by a process very similar to that of swallowing. Hence reptiles, unlike the higher classes of animals, can still continue to breathe if their bodies are cut open, because they do not require a vacuum round the lungs. The air thus received is subservient to the purification of the blood in the usual manner; but it is not so immediately vitiated as air received into fleshy lungs, owing to the larger size of the cells, which do not immediately allow the whole

of it to come into contact with their sides. This is one reason why reptiles can sustain an impediment to their respiration for a much longer time than birds and mammals; but another and a much better reason is to be found in the distribution of their blood-vessels; those going to the lungs not forming a necessary part of the general circulating system, but constituting, as it were, only an appendage to it, which may for a time cease to transmit blood without inconvenience.

NATIONAL EDUCATIONAL ASSOCIATION.

For the meeting of the Department of Superintendence held at New Orleans February 23-28, the following paper, read by Secretary W. O. Rogers, was prepared by C. S. Young, Vice-President of the International Congress of Education:

THE PUBLIC SCHOOLS OF THE PACIFIC COAST.

The modern free school system is about three and one-half centuries old. When it was adopted for his nation by the king of Saxony, the well-known educational systems of the ancient world, China, India, Greece, Rome and the empires of Mohammed and Charlemagne had lost prestige and power. Each system successively had supplied the demands of the period in which it flourished; each had merits especially valuable to the people adopting it; but the glory of each had dimmed and the civilization of the sixteenth century demanded a new school system. Necessity knows no law, and as in nations so in the different sections of the same nation the educational facilities vary in kind and efficiency. The schools of the South are not the schools of the Middle States; the schools of New England are not the schools of the Pacific Coast. As differ the people, their occupations, and the natural scenery surrounding each, so differ the avenues to an education. As it represents the many cities and States of one Union, so this body of educators represents not one system, but many systems in one.

There is within the Department of the Interior a Bureau of Education whose Commissioner, assisted by twenty clerks, supplies 55,000,000 of people with circulars of information;

but in the nation practically there is no educational centre. The West Point Military Academy and the Annapolis Naval Academy are national schools, but we have no normal schools as the head of a system—no Oxford, or Berlin, or Leipsic, or Munic. Since the Administration of Washington, the Government has appropriated for educational purposes $47,000,000 and over 96,000,000 acres of land. There is enlisted and already in the field a band of 300,000 teachers making the crusade against that ignorance which is represented by an army of 6,000,000 of our people; yet from her political eminence the Government at Washington looks on simply as an interested spectator. Springing directly from the people, local in its system of taxation, local in its government, the school is inevitably as are its patrons.

That clearly before us we may have the educational outlook on the Pacific Coast, its topography and its people must first be considered. Separated from "the Great East" by a wall higher than that which surrounded China or ancient Babylon; separated by an impenetrable barrier of porphyry and granite, stretching from the British possessions on the North to our sister Republic on the South, it is not strange that there exists socially and educationally this Western Empire. In the purity of its mountain streams, in the fertility of its valleys, nature has anticipated this civilization. In the same month of the same year that was signed the treaty of Guadaloupe Hidalgo, on the American River was discovered the precious metal that made real the dreams of the Spanish voyager and attracted to this El Dorado the peoples of South America, Europe and China. As was the great historic scene at Appomattox to the education of the "Sunny South," so was the treaty of Guadaloupe Hidalgo to the development of the "Golden West."

On these Argonautic expeditions Westward there were represented all peoples, from the veriest Chinese serf to the most intellectual Caucasian sovereign.

The following table will show the native and foreign population of the Pacific Coast States compared with that of the United States and with Ohio and Virginia:

	Native.	Foreign.	Native.	Foreign.
	No.	No.	Per ct.	Per ct.
United States	43,475,840	6,679,943	86½	13½
Ohio	2,803,119	394,943	88	12
Virginia	1,497,861	14,690	99	1
Oregon	144,265	30,593	82½	17½
Washington Territory	59,313	15,803	76	24
California	571,820	292,874	66	34
Arizona	24,391	16,049	60	40
Nevada	36,613	25,659	59	41

While the foreign population in Ohio is 12 per cent.; in Virginia 1 per cent., in California it is 34 per cent., in Arizona 40 per cent., and in Nevada 41 per cent. Here and there, as at Santa Clara and Los Angeles, may be found old Spanish schools under the dominion of the church, but Spanish children form no considerable element in the public schools. The Indians are on the Government reservations, while the Chinese are content to receive a Chinese education and to live in their peculiar manner apart from the American civilization. There are 1,200 of the Chinese of school age in the one city of San Francisco, but not until very recently has it been decided that any Chinese child, even though born in California, could be enrolled as a public school pupil. The Spaniard, the Indian and the Chinese do not form, as some think, the chief element in our school population; on the contrary, they have scarcely a representation in the schools. But in attendance there are representatives of families the most energetic and progressive of each one of

the Celtic, Anglo-Saxon and Teutonic peoples. Since the first school, which was commenced thirty-five years ago by Thomas Douglas, a graduate of Yale College, in the "nut-brown" school-house of San Francisco, the problem of making for the Coast a school system that should meet the varied wants of this new civilization has been given for solution to such educators as John Swett, Andrew J. Moulder and James Denman. As to the correctness of the solution the educational results are ample proof.

Less dense in population is the West, and in consequence the expense per capita of educating the children here is much greater than in the East. To the square mile in New Jersey there are 151.7 persons; in New York, 106.7; in Ohio, 78.5; in California there are to the square mile an average of 5.5 persons; in Oregon, 1.8; in Nevada, .6; in Arizona, .4. Nye, one of the fourteen counties of Nevada, contains 20,436 square miles, an area greater than that of Vermont, Massachusetts and Rhode Island. Nye county has but 69 school children, while those three New England States have over 500,000 school children. Alpine county, California, is nearly as large as the State of Rhode Island, yet in the former there are but four schools, with an average attendance per school of 12½ pupils. The cost of educating this number is as much as if there were an attendance of 50 pupils. As many hours of the teacher's time are employed, as large a salary is paid the teacher, and the other expenses are the same as in a larger school. From the State School fund each one of these four districts receives annually not less than $400, or $32 per child in attendance. To every district of ten census children that State contributes from the State School fund $400; to every district of twenty or more census children, $500. Such State aid is in

addition to the amount received from local taxation. Thus the State assumes the responsibility of educating the children; thus it is provided that every district, without local taxation, annually may have six months of school under the tuition of the very best paid teachers. Generous, indeed, is California towards her impecunious school districts. In this feature she leads all of the other States. So earnest are the people that even away out on the frontier the child of the gold-hunting pioneer may enrich his mind from golden opportunities for an education.

There is no other section of the United States whose population is so changing as is that of the Pacific Coast. The spirit of the Argonauts of '49 is everywhere manifest. In the mining sections especially the fluctuations are such that provisions must be made for the organization of districts to supply the immediate educational wants of immigrants and for withholding the school moneys upon their departure, which departure often is as unceremonious as is the arrival. These anomalous exigencies have been provided for wisely and generously. Were the school funds unavailable, always available in the cause of education would be the golden shekels of the intelligent miner. Subscriptions of hundreds of dollars for educational purposes in a small mining town have been secured in a single day. The temple where dwells the God of our Fathers may be slow in building, but not so the temple where dwells the Goddess of Learning. In every inhabited camp, canyon and mountain dale there is a school; and not infrequently a school so situated has for the presiding genius a graduate of the Oswego Normal School, of Wellesly or Heidelberg.

In some of the States there are school libraries. In California ten per cent. of the State School fund annually

apportioned to each district, unless ten per cent. exceed $50, in which event it consists of fifty dollars, is expended in the purchase of books for a library. In Arizona ten per cent. of the Territorial School fund apportioned to each district constitutes a library fund, which is apportioned by the County Superintendent as the other school moneys are apportioned. In the cities and larger towns there are free libraries to which the children and the people generally have access. Not as in the older States, where library books have been collecting for more than a century, is the rising generation favored; but in this civilization, cosmopolitan in character, for this people who have traveled more than the same number of people living anywhere on the glove, within the thirty-seven years since the discovery of the gold fields, the increase in the amount of good literature is even more surprising than the increase in the population.

The number of teachers in California is 4,082; in Oregon 1,412; in Nevada 230. The average monthly salary paid male teachers in Nevada is $100; in California $81½; in Montana $80; in Oregon $46¾. The average monthly salary paid female teachers in Nevada is $68.67; in California $65.37; in Montana $62; in Oregon $35.45. Of the 4,082 teachers in California 472 have been educated in the State Normal School at San Jose; 150 of the 700 teachers of San Francisco in the city training school. Fully 1,000, or 25 per cent. of the teachers of California have received normal training; and it is estimated that an equally large percentage of the teachers of Oregon and Nevada have also had special preparation for teaching. Last year in Montana there was but one county that did not hold an Institute. The teachers of California receive pay for each day of their attendance on the Institute, and last year nearly all the

teachers were members of some County Teachers' Institute. In that State there are published two journals of Education, the *Pacific School Journal* and the CALIFORNIA TEACHER. The large salaries paid in the schools of the Coast command the very best talent in the profession. To such an extent do the Eastern teachers deluge the offices of State and County Superintendents with applications for positions that it has been found necessary to keep on hand some such printed circular as follows:

"Your favor of —— received. Know of no vacancies at present in the State. Will place your application on file, but can offer no encouragement."

The same spirit shown by people in the other occupations is shown in that of teaching—energetic and progressive, eager to accomplish the greatest possible good in the least possible time.

The children of the Coast mature younger than they do in Puritan New England. Possibly the former are less studious than the latter; but certainly the former are more precocious. They know less of Dante, Macaulay and Longfellow, but more about business, virtue and vice. The moral test is applied to the child before he passes the Sunday-school age, or leave the parental roof. If virtue continue through adolescence in maturity, it becomes impregnable. There may seem to be fewer moral children in such places, but the ethnologist will find his ideal character maturing in the mining sections of the West. In the open air of temptation, and not in the orthodox hot-house, character grows and strengthens. As a historical fact it is known that the Spartan principle of training the child to virtue, with its eyes open on vice, develops true manhood and true womanhood. From the intelligent parent the child learns to shun vice

because of its consequences, and never should it have cause to embrace vice by reason of its novelty. Though contrary to the prevalent belief, yet it is true that the children of the West are more easily disciplined than are the children of the East. In the visits to schools in every part of this broad Union—North, South, East and West—nowhere else have I seen such perfect discipline among pupils as that among those in the mining sections of California and Nevada. That mind which imagines "hoodlumism" in the schools of the Coast to be rampant requires an imagination as extravagant as that which believes all the "blood-and-thunder" stories that have been written about "Buffalo Bill" and "Kit Carson."

Each one of the Coast States has a State Superintendent and County Superintendents of Schools. In comparison with the salaries of the other county officers, however, the County Superintendent is poorly paid. In fact, between the salary of the professional politician and the professional teacher, as elsewhere in the United States, a comparison can scarcely be instituted. In California as high as $15,000 annually is paid to one County Sheriff; in Nevada $5,000 annually to one County Sheriff. In California the average annual salary of the County Superintendent of Schools is $1,000; in Oregon, $370; in Nevada, $330; in Montana the maximum salary is $1,000, the same being graded in proportion to the number of census children down to a mere pittance. Except in some of the counties of California, county school supervision on the Coast is a failure—a failure not because of defect in the principle, but because of the adverse legislation respecting the salaries and the supervisory powers of the Superintendent. The average Superintendent is educated, but not an educator; he is a lawyer, a doctor

or a clergyman, but not a teacher; he may be well versed in *his* profession, but he knows nothing about teaching. In the meagre salary paid, the whole explanation of this deplorable fact is to be found. A principal of a city school receives from $1,500 to $3,000 per annum, and such talent may have for a superior officer a Superintendent receiving a salary of from $300 to $600 per annum. California's system of supervision, however, except in this feature of salaries, has much to commend it. In the County Board of Examination, whose duty, among other things, is to grant certificates to teachers, there are five members, two of whom, besides the Superintendent, must be professional teachers. No Superintendent receiving a salary of $1,500 or more, is permitted to teach in any public school, but must devote his time to supervision. In San Francisco the supervision is most excellent; in a few of the other populous counties of that State it is doing for the schools just what in a few years we hope it will be doing for the schools in every county of each State of our section. The city schools throughout the entire West are well supervised and progressive in methods of teaching. The many good features which they possess, however, resemble too closely those of hundreds of other schools throughout the United States to require extended description.

In Alaska there is a population of about 2,000 whites, 10,000 creoles and 20,000 Indians. On the Fur Seal Islands are found schools, numbering in all about eighteen, with an attendance of 1,000 children. There are Industrial Schools for the Indians and creoles, but not so many as one school for the white children.

A few weeks ago, in conversation with Governor Kinkaid, of that Territory, was learned that the Government has made an appropriation of $25,000 for educational purposes,

and that there will soon be, in that sparsely settled Territory, the beginning of a school system. That the arrangements may be perfected, as well as that, in other respects, a more efficient government may be secured, the Governor recently held a conference with the Administration. The few mission schools now there under the emissaries of the church will soon be succeeded by the public free school.

In nearly every Western State there is now a munificent State School fund—in California $2,000,000, and in Nevada $1,000,000. Often ill-directed in educational matters have been the people, but dearer to the human heart is the public school than ever was the Temple of Diana or the Holy Sepulchre at Mecca. On the Coast are landscapes of beauty and cascades of grandeur; trees 80 feet in circumference and more than 300 feet high; geysers sending forth immense volumes of steam two or three hundred feet in the air; a Yosemite whose surrounding granite walls rise vertically from the valley more than 4,000 feet. Through igneous rocks runs the Sutro Tunnel, more than four miles in length; in the heart of the Metropolis stands the seven-storied Palace Hotel, the admiration of all architects. Following the vein of the precious metals through the quartz and porphyry of the Comstock large mining shafts are sunk to the depth of 3,300 feet; but in the estimation of the people, infinitely greater than all else in nature and art is our free school system, for the free school is the temple where dwells the oracle that foretells to all who consult her the future grandeur of that Western social and educational empire.

DEPARTMENT

FOR

THE UNIVERSITY OF CALIFORNIA.

EDITED BY PROFESSOR FRANK SOULÉ.

The TEACHER believes that it has many good reasons for devoting a certain number of its pages in each issue to a department specially dedicated to the University of California: for this institution—the youngest in the family of schools born of the peoples' desire to have a complete system of free public education—has already passed through its infancy and childhood, and is striding forward in a vigorous youth towards maturity and a glorious future. It was founded on the broadest and most liberal basis. It offers to young and old, rich and poor, men and women alike, the benefits of a thorough, higher education in any direction which may be desired. It has been richly endowed by the State and generously supported and developed by public and private gifts. It is extensively provided with college buildings, libraries, laboratories, shops, gardens, orchards and experimental farms. It has a fine gymnasium devoted to healthful exercise and physical culture and development. It has in San Francisco colleges of Law, Medicine, Pharmacy and Dentistry. It has a corps of more than sixty professors and instructors, and is further provided with such educational means and apparatus as enable it to give the earnest youth of the State an education as good as can be obtained anywhere in the whole Union. It holds out its hands perpetually and says, "Come! Drink from the sweet springs of Knowl-

edge!" It sets no test—political, religious or national—to narrow the doors of admission; no tuition fee to debar the poor but talented and ambitious young man or woman. It demands no requirements except good character, and preparation sufficient to properly pursue the several courses of study in the University.

This Temple of Knowledge is at all times purposely and wisely held open to the sincere worshipper of mental power, learning and that refinement which attends true culture.

Should the sons and daughters of California neglect such opportunities? It rests largely with the teachers of his State to answer the question.

From time to time defailed statements of the courses of instruction, requirements for admission, student life, etc., at the University, will be inserted in this department of the TEACHER; and lecture or communications contributed by well-known professors will be added to the pages.

We call attention to a lecture in this number delivered by our distinguished and scholarly professor, Dr. John Le Conte.

[Printed documents giving detailed accounts of the University may be obtained by addressing W. W. Deamer, Recorder of the Faculties, Berkeley, Cal.]

THE IMPORTANCE OF UNITY IN THE METHODS OF INSTRUCTION IN THE PUBLIC SCHOOLS.

Read September, 1877, Before the State Educational Convention byProfessor John Le Conte, L.L.D

In the very brief and imperfect paper which I propose submitting to the consideration of this Association, I shall endeavor to draw attention to the importance of so co-ordinating the methods of teaching in all grades of schools—from Primary Schools, through the Grammar Schools and the High Schools, up to the University—that there may be a harmonious connection in the entire scheme of *Free Education*.

During the year 1875, in the City of San Francisco, the number of pupils who were able to supplement their primary school education in the grammar schools scarcely exceeded ¼th the number enrolled in the former. The proportional number of those who are able to supplement the grammar school work by a high school course is much smaller—not more than ⅛th in the same city. And, of course, the number of those who are able to embrace the opportunities for the higher University is *still smaller*. While this condition of things is *unavoidable* and inherent in our social and civil organization, there is no reason why the methods of instruction in the different grades of schools should not possess that unity and harmony which is essential to the maximum efficiency in the scheme of education. In other terms, there is no reason why the pupil, as he advances from one grade to another, should be perplexed with any radical change in the methods of instruction.

IMPORTANCE OF GENERAL PRINCIPLES.

Without sanctioning anything approaching to a Procrustean system, which would cramp and stifle the individuality of the teacher in his methods of instruction; yet it seems to me that certain *general principles in relation to methods underlie all efficient instruction.* For example, whatever may be the diversities in individual methods of imparting instruction to youth, there can be no doubt that the primary object should be to store the mind with *principles,* and not with empirical rules, tricks and short-cuts to learning.

FACTS AND PHENOMENA NOT THE MOST IMPORTANT FACTORS IN SCHOOL EDUCATION.

After the child attains the school age, the mere acquisition of knowledge is not the most important factor in education. In early childhood, doubtless, the observing and perceptive powers are perpetually called into active exercise, and the memory is stored with an ever-growing multitude of facts. During this period of life, much might be accomplished, by proper management, in augmenting this store of knowledge. But the development of the memory in accumulating a multiplicity of unconnected and incoherent facts is *not education* in any proper sense of that term. This incoherent mass of knowledge—this vast array of facts must be *reduced to order*—must be *co-ordinated.* The discovery of the fundamental principle or connecting-link which binds whole classes of facts or phenomena together, at once reduces chaotic confusion to order and harmony. But for such general principles underlying and connecting the elements of human knowledge, we would be overwhelmed by the ever-augmenting multitude of facts accumulated during

a brief life-time; and no effort of memory would avail us to avert the inevitable clogging and stagnation of mind which must result. Fortunately, all human knowledge is interconnected; thus classification becomes possible; and thus it becomes practicable to store the mind with *ideas* instead of isolated *facts* or *phenomena*. It is impossible to overburden and clog the mind with *ideas;* for such is the interconnection of all kinds of knowledge that the principle of suggestion or association will call up illustrative facts and phenomena almost without any effort of memory.

THE RULE OF THUMB NOT SATISFACTORY.

These fundamental principles or ideas constitute the most essential factors in the science of teaching. The "Rule of Thumb" method is alike unsatisfactory to the teacher as it is useless and perplexing to the pupil. Even in the elementary mathematics, if the teacher is unable to rise above the prescribed rules and formulæ for the solution of problems, to the general principles reposing upon our fundamental conceptions of quantity and number, he is in no condition to impart instruction to the youthful mind. Arbitrary rules afford the pupil no resources when untried problems are presented; and, moreover, it is exceedingly difficult to retain them in the memory. In technical terms, a knowledge of the principles of arithmetic enables him to state the problem clearly and definitely; when this is done its solution is easy enough.

Many teachers seem to be more zealous about indoctrinating their pupils into the art of *doing things* than in making them comprehend the principles upon which the processes are founded. The means of shining in an examination or in an assembly are made to hold an important place; and

they think more of familiarizing their pupils with the mechanism of arithmetical operations than of causing them to penetrate to its principles. They employ arithmetic in the same manner as most manufacturers do the steam-engine, without reflecting on its mode of action.

FACTS AND PHENOMENA ARE ESSENTIAL.

Do not imagine me to underrate the importance of the acquisition of facts and phenomena. Indeed, they constitute the basis and the data from which the induction of the general principle is made. We must obviously have the individual facts and phenomena before they can be reduced to order. Nevertheless, after the general principle has been discovered, all of the facts and phenomena which were embraced in the original induction, and many others not included, naturally group themselves around it; so that the pupil will be able, with the aid of a few illustrative examples, to apply the principle to every new fact which may come under observation. A knowledge of a vast multitude of facts is acquired during childhood. For example, on mechanical subjects, embracing the doctrine of inertia, and the laws of motion, our childhood experience furnishes many familiar illustrations; so that the teacher has merely to recall these experiences of every-day life to impress upon the mind of the youth the truth of these mechanical principles.

ABSENCE OF KNOWLEDGE OF FACTS MAY BE A DIFFICULTY.

In some departments of study the absence of this preliminary knowledge of facts is a serious difficulty in imparting instruction. Thus, in the case of Chemistry (and the same is true of the several branches of Natural History), the fundamental facts are not acquired in the experiences of

childhood, or in those of every-day life. Hence it is necessary to familiarize the pupil with a sufficient number of chemical facts to afford illustrative examples of the general laws of chemistry. For it must be recollected that it is much more difficult to gain a clear and distinct idea of any proposition from a simple enunciation than to understand the bearing of the same law when illustrated by a single familiar instance.

SAME FALLACY IN SCIENCE.

The same common fallacy that an accumulation of facts constitutes education is not restricted to the profession of teaching. The same error for a long time cramped and dwarfed the progress of the natural sciences in this country. The *collector* of specimens was confounded with the genuine man of science. Not more than forty years ago many collectors of beetles, butterflies, minerals, shells, snakes, toads, etc., were popularly classed as the true representatives of American science, who had scarcely more claim to such distinction than the collectors of autographs and postage-stamps, or the miser who hoards his golden treasure. It is proper to add that the better class of such collectors in natural history devoted much time to the description of *new species*, and deserve the credit of accumulating facts for future generalizations. It is questionable, however, whether these enterprising "species-makers" have not obstructed the avenues leading to the temple of science. They scarcely comprehended the great principle that genuine science consists in facts and phenomena reduced to order; and that natural history could not take rank as a science until organic relations were studied and co-ordinated, so as to evolve general laws. The spirit infused into the young naturalists of

this country by the example and enthusiasm of the illustrious Agassiz contributed powerfully to elevate these departments of human knowledge to their appropriate position. So important is this feature in an educational point of view that it may be safe to assert that no department of knowledge can advantageously be made an element in any educational scheme until it has been so far developed as to evolve such general principles and laws as will co-ordinate and link the numerous facts which it embraces. The fruitless attempt to acquire a knowledge of Mineralogy by studying a text-book consisting of an incoherent string of details, constitutes one of the most fearful reminiscences of my college struggles.

EFFECT OF DISCOVERY OF PRINCIPLES.

Let us consider, for a moment, what takes place in the mind of the pupil when he attains to a perception of a general principle or law connecting the phenomena which he has studied. A mass of facts which before seemed incoherent and unmeaning assume, on a sudden, the aspect of connection and intelligible order. The separate facts and occurrences, which might hitherto have seemed casual and without reason, are seen to be all exemplifications of the law which he now comprehends. The change is like that which takes place when we attempt to read a sentence written in imperfect or hieroglyphic characters. For a time the separate parts appear to be disjointed and arbitrary—the suggestion of possible meanings, which succeed each other in the mind, fail, as fast as they are tried, in combining or accounting for these symbols. But when, at last, the true supposition occurs—some characters are found to coincide with the meaning thus assumed—the whole line of letters or

symbols appear to take definite shapes and leap into their proper places; and the truth of the happy conjecture seems o flash from every part of the inscription.

INACCURATE TEXT-BOOKS.

It would scarcely be proper to conclude this paper without alluding to one or two difficulties in the way of a practical realization of the ideas which I have presented. A very serious obstacle to *unity* in the schemes of teaching in the several grades of public schools grows out of the *inaccuracy* of the text-books employed, at least in *some* departments of knowledge. I shall restrict myself to those relating to Physical Science. I trust and believe that in other departments of knowledge the text-books are far less defective; and even in physical science there was been great improve ment within the last decade.

It will scarcely be denied that a majority of teachers do not consider themselves competent to pass judgment in relation to the accuracy of books on physical science; consequently they must assume the accuracy of the text-books which are put into their hands. It is, therefore, of paramount importance that such books should be free from errors, at least, in the enunciation of fundamental principles. However imperfect such books may be in the exposition of physical subjects, there is no reason why they should not be accurate as far as they go. There is no reason why a pupil who has studied the merest *elements* of natural philosophy should have to *unlearn* anything when he advances to a higher grade. All teachers are aware that the *removal* of an erroneous idea is frequently more difficult than the inculcation of a *new* one. A single illustration will suffice to make my idea clear. When the text-book explains the depres-

sion of mercury below the hydrostatic level, in small glass tubes, by ascribing it to the *repulsion* of the glass for the metal, the pupil will be astonished and perplexed when his subsequent studies assure him that so far from there being any *repulsion* in the case, the fact is, that the *adhesion* or *attraction* of the glass for mercury is nearly *five times as great* as the cohesion or attraction of water for itself. He discovers that the explanation *cannot be correct*, and he must look for the cause of the depression in some other quarter. It will not require many similar discoveries to very seriously impair his *faith* in the value of the whole course of instruction in elementary physics.

EDUCATIONAL HOBBIES.

Another source of the want of unity and harmony in the methods of instruction grows out of the fact that from their surroundings no less than their habits, teachers are prone to *ride hobbies*. We ought not to be surprised at this fact, neither ought it to detract from the merits of this honorable profession. The teacher finds but few points of genuine sympathy with the members of a community around him who are absorbed in pursuits entirely foreign to the proper training of the youthful mind. It is, therefore, not to be wondered at that in his isolation his mind should tend to run in special channels, or that he should exaggerate the importance of particular schemes for the acquisition of knowledge. Perhaps he himself has, after long perplexity, discovered a method by which the fundamental principles of some study have, for the first time, been rendered clear and distinct to his own mind. He at once concludes that he has found the *panacea* for all difficulties in the acquisition of this branch of knowledge. He overlooks the fact that hereditary instincts or proclivities impart an *individuality* to such difficulties, and that, consequently, the *remedies* may be widely different in

the case of different minds. The methods by which the prinples became clear to *his* mind might tend to produce perplexity and confusion in the mind of the *pupil*.

We have numerous illustrations of hobbies of this character. Some of them have become popular or fashionable, and have flourished for a brief season, or until new hobbies have replaced them. It is remarkable what great importance is ascribed to some particular method of teaching Grammar, Arithmetic, Geometry, or Modern Language. The ultimate failure of all labor-and-time-saving devices for educating children seems to indicate that for hundreds of years in the past the average human intellect has been essentially the same; and it is probable that for hundreds of years to come the education of the mind will require a similar course of real hard training and study, and that all attempts at any great abridgement of intellectual work will prove futile.

Dietetic Hobbies. The idea of accomplishing great results by attending to trifling and unimportant particulars, is not peculiar to teachers. It is, likewise, found among scientific and literary men. For example, it is highly amusing to notice the great attention with which some persons regard the veriest trifles in *diet*, and the hopes which they entertain of the advantages to be derived from strict constancy in some particular style of self-management. Some, like Sanctorius, measure with scrupulous accuracy the prescribed quantity of their food and drink, while others, like Bouleau, religiously abstain from sitting near the fire, lest peradventure, it should dry up their radical moisture!

Notwithstanding all this, man is not made to last forever; and it is scarcely reasonable to imagine that he will ever carry in his vest pocket enough of some concentrated aliment to last him through the year! It is hardly to be expected that, instead of sitting down as at present, to his kilogramme of roast-beef

and litre of beer, he will ever swallow for his dinner a small decigramme pill composed of equal parts of *ovine* and *cerevisine*, or some such matters of which physiological chemistry has yet to be delivered; but rather, that all attempts to work miracles on himself, and render him unsusceptible of disease, must be frustrated, and that he must always continue to exist, the same "poor, bare, forked animal" that he was originally created!

OFFICIAL DEPARTMENT

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

A resolution was adopted by the State Board of Education, July 30th, of which the following is a copy:

Resolved, That every person submitting to this Board a series of readers for their adoption, be requested to furnish for their use the full manuscript or print of the first twenty pages of the first reader, and also the phonic work, vocal exercises, system of marking, suggestions to teachers, and any other matters aside from mere selections for reading, that may occur in the other readers.

DEAR SIR: Yours of the 29th is at hand. Under the rules of the State Board of Education it is necessary to place before the Board an affidavit setting forth all of the facts connected with the destruction or loss of the diploma of which a duplicate is asked.

DEAR SIR: When the election comes on Saturday, and Saturday is a legal holiday, the election should be held on the Monday following. Sunday is not to be counted.

2. Two Trustees can make a contract at any time, if the other Trustee has been duly and properly notified of the meeting.

DEAR SIR: It is the duty of the school officers to see that the teacher performs his duties by teaching during the school hours. If he practises medicine or performs or attends to other business during the time for which his services are paid, they should refuse to pay him for time given up to his private business.

DEAR SIR: If no election for a School Trustee takes place, and the present incumbent remains in office, his acts would be valid under Sec. 879 of the Political Code, but it would be best to appoint him for the term to come.

2. "If a trustee is employed in a neighboring county, claiming his absence to be temporary—and occasionally making visits into his district—voting there on the day of election for School Trustee," his office does not become vacant. He is still a resident of his district and still entitled to his office.

DEAR SIR: The answer to your question is found in the fifteenth subdivision of Section 1617 Political Code—see page 18 School Law. The arrangement for the attendance of children in a district not their own must be made by the Trustees of both districts. It is only when they cannot agree that the County Superintendent may interfere, and then upon an appeal to him from the parents of such children.

DEAR SIR: It is the duty of the County Superintendent to grade schools, and to his legal discretion the matter is confided by law. I have not power to interfere directly. But in this, as in all duties, he must proceed according to law; and the law—Section 1662—says that every school

"must be open for the admission of all children between six and twenty-one years of age *residing in the district*," and others may be admitted as a privilege.

From this it would seem that the grading, when it shall affect seriously the welfare of the district, should be made with reference to the regular pupils belonging to the district, rather than to "eight or ten young ladies and gentlemen (ages from 18 to 30 years) coming from adjoining districts," and with "the sole purpose of review for the next Teachers' Examination."

DEAR SIR: The County Superintendent of Schools is a member of the Board of Examination. *Any* three members are a quorum, and on all general business the vote of two members is the will of the Board; but the law excepts the adoption of text-books and the granting of, or revocation of certificates.

These grave matters require the united votes of *those* members which constitute a majority of the whole Board, whether present all the members or not If there are but three members present and they *all vote together*, well and good on all and any matters; but should the matter fall in the excepted case, and only *two* vote together, then nothing is done on that particular matter. All acts of the Board heretofore done are valid provided they followed the law as are here explained.

DEAR SIR: In the matter of the blank reports strike out the figure "4" when giving the date of the year and insert "5." We must not put the State to the loss of throwing them away for so slight a matter.

I congratulate you on your handsome vindication by the

Supervisors. In reference to the lapsing of Lower Trinity Scool District, I do not clearly comprehend your statement of facts: "for the last three months of the term of 6, 3 and 3 for each month respectively." If the average daily attendance in each of those three months was "only five pupils or less," then the law says the district must lapse. But a district where school is altogether suspended by a "prevailing epidemic," still, under Section 1859, receives its apportionment; and by similarity of reasoning if the attendance is run down below six by that cause, the district would not lapse. The matter seems to turn on the words *prevailing epidemic*. If there is a lapse you should notify the Trustees and Auditor.

DEAR SIE: In answer to your letter of June (July?) 13th, I beg leave to say that if the new district was organized in pursuance of law, and from any cause the Trustees fail to have school kept, then by Section 1545 Political Code it is the duty of the County Superintendent, when there is sufficient money in the fund of the district to maintain a free school therein for six months, to appoint a teacher, and to open and keep such school. That is the law; and it seems to me that we cannot disobey it by reason of the opposition of a portion of the people of the district.

DEAR SIR: In your letter of the 18th instant you ask: "Is it the duty of the County Board of Education to adopt "a list of books for district school libraries of Merced Coun- "ty and *compel* the Trustees to purchase *exclusively* from that "list?"

I answer, certainly. The law in Sections 1521 and 1771

of the Political Code places the construction of that list, that is, the designation of the books for which the library money may be expended, in the hands of the State Board of Education and the Board of Education of the County; but it gives to the State Board a power of recommendation only, and leaves the final decision in the discretion of the County Board. When once adopted the list must be adhered to rigidly. The law permits no one else to make a list. The appointment of a body to make such a list necessarily implies that their list shall be exclusive, and the County Superintendent should not draw a requisition to pay for any book not to be found on the official list. To get the opinion of the Attorney-General you must write to him direct; he is not here.

DEAR SIR: In your letter of yesterday you ask: "Are "the three judges of election for a school election en- "titled to pay for their services? If they are, how much?"

Section 1853 Political Code says, in speaking of a school election for one purpose, that "it shall be held, except as otherwise provided in this act, in conformity with sections" 1833, 1834 and 1835 Political Code; and Section 1833 says another school election "must be held, in all respects, as nearly as practicable, in conformity with the general election law;" and the general election law, Section 1072 Political Code, says: "the compensation of members of Boards of "Elections and clerks must be fixed and audited by the "Board of Supervisors, and paid out of the County Treas- "ury." My opinion is that they must be paid by the Boards of Supervisors, who will settle the amount.

This being a question of law in general—i. e. not confined to the School Department—it would seem to be rather

for the Attorney-General than for me. See also Section 4,256 Political Code—p. 46 School Law.

DEAR SIR: In answer to your several questions in your letter of the 10th inst., I beg leave to say that in my opinion Mr. G——— was elected to succeed himself as an appointed Trustee and to hold for two years, unless it was distinctly understood before and at the election that he was a candidate to succeed Mr. H———.

2nd. By Section 907 Political Code—p. 43 School Law—he was required to file the oath of office "within ten days after he had notice of his election," and by Section 996, if he did not do so, his office became vacant.

Inasmuch as the questions here answered, although arising in the school department are not peculiar to it, but are questions of general law, it would seem that it would have been proper to present them to your District Attorney (see Section 4,256, p. 46) or to the Attorney-General of the State.

DEAR MISS: The County Superintendent issues tempo rary certificates upon the order of the County Board of Education. His disposition cuts no figure in the matter.

The language of Section 1543 is "upon the order of the County Board of Education."

STATE BOARD OF EDUCATION.

Life and Educational Diplomas Granted—The Text-Book Muddle.

The State Board of Education met in Superintendent Welcker's office, July 29, 1885, afternoon. Present—Governor Stoneman, Prof. Allen, Prof. Moore and Superintendent Welcker.

A communication was received from Bancroft & Co. offering to the State of California for $10,000 the use of Bancroft's Readers in the compilation of the State's series, and electrotype plates of such cuts as the Board might select.

R. C. O'Connor presented a communication setting forth the peculiarities of a speller compiled by him, and submitted it to the Board for their consideration as a suitable speller to form a part of the State series. Mr. O'Connor stated that he could have the work ready by September 1, 1885, and fixed no price.

Prof. Joseph O'Connor submitted a communication embracing the scheme for the preparation of an arithmetic to form one of the books of the State series. Mr. O'Connor stated that he could complete the work in one year, and would be satisfied with $3,000 as compensation, or less, if less work should be required than the scheme, as submitted by him, embraced.

Edward F. Adams presented a communication proposing, for $10,000, to compile a geography and furnish rough maps. He further stated, orally, that if, in consultation with the Board, less work should be required than his outline contemplated, or, in any case, a copyright of ten cents a copy might be substituted.

A communication from H. C. Kinne, proposing to donate a completed speller to the State, together with a copy of the speller. Also, a proposition to donate a First Reader, which he describes as ready for the press; a Second Reader, which he can complete in six months, and a Third Reader.

LIFE DIPLOMAS.

Life diplomas were granted as follows: Duplicate to William A. Nickerson, John F. Riley, E. K. Hill.

Diplomas to Harvey D. Burnett, Harriet E. Dunn, Mary A. Proudley, Robert Berger, Libbie Booth, Harley R. Wiley, George A. Bock, Charles A. McCourt, George Goodel, Alice R. Franklin, Charles F. Tower, Susie F. Leonard, Flora Conover, Maggie Todd, Clara D. Edwards, Lucy A. Carter, Addie C. Carrington, Osbert A. Tiffany, William W. Poole, Jennie H. Burton, Joseph B. Wilkinson, John Herrod, Julia L. Jones, Theodore B. McCarthy, Ela M. Price, Henry Clarence, William J. Evans, Adoniram J. Dye, Carrie Hammond, Katie Cooly, Theodore Olmstead, Alice A. Gates, Alice Swasey, Fannie L. Atterbury, Jacob S. Clark, Sarah Anderson, David M. Meredith, Alice Summerfield, Mary L. O'Neal, Annie D. Nachtrieb, John A. Smith, John F. Brown, Sophia M. F. Kraus, Ellen Wooster, George Kane, Clara M. Walker, Maggie Tobin, Jennie H. Yorke, Clara L. Henley, Calvin B. Webster, Nannie Moore, Mary L. Saxton, John T. McDonald, Ida E. Caldwell, Ida M. Twitchell, Everett C. Dickinson, Anna L. Wood, Benjamin F. Wulff, Mary E. Leahy, Florence A. Dunham, Ida E. Coles, Sabin Styles, Louis A. Beardsley, James Fablinger, Julius A. Rice, Jennie C. Kilgore, Ella A. Colt, Marietta Garton, Mary E. Casey, Maria Carrington, John Stephens, Mary F. Boggs.

EDUCATIONAL DIPLOMAS.

Bell Fowler, Mary McCrory, Gurdon S. Langan, Nellie R. Loring, Wilbur Dogal, Emma J. Simpson, Margaret Blake, Carrie S. Fairchild, Mary F. Haun, Elizabeth Easton, Wm. Malcolm, Erastus P. Elliott, Jos. C. Hart, Green L. Douglas, Rachel A. Miller, Lizzie Tully, Elmer E. Carey, Hiram E. Folsom, David S. Snodgrass, Legrand S. Smith, Rosa Apperson, Florence Snowden, Annie Week, Amelia C. Blumb, Gertrude D. Harrow, Minnie E. Sharkey, John B. Berger, Alice R. Doran, Bertha L. Piper, Lewis K. Webb, Mary F. Claypool, Rosa Kissling, Mary A. Jenkins, Mercy C. Williams, Belle Miller, Elmer Patterson, Mae Owen, Mattie C. Wallace, Caupolican Ortega, Nellie Sterling, Clemente L. Stilts, Maggie G. Meehan, Anna M. Stovall, Cora Gallage, Libbie H. Patton, Fannie Bronson, Maggie M. Senter, Flora A. McCormick, John L. McCarty, Dora Sheref, Katie Simmons, Francis A. Patten, Cicero P. Evans, Abbie M. Frater, Belle C. Brown, Martha Augustine, Emma A. Gooch, Floribel C. Brown, Charles W. Fisher, Mary C. Casey, Cora L. Pardow, Luella Duncan, William C. Cartmell, Anna C. Murphy, Annie F. Lorigan, Frank Anderson. Duplicates—Jennie H. White, Mary F. Boggs.

A communication from M. McKeon was read, proposing to do the work of illustration. Mr. McKeon exhibited specimens of his work, and offered to make sketches for drawings, and submit to this Board, when text of the subject should be submitted to him, as samples of the quality of his work.

Prof. Allen offered the following resolution:

Resolved, That a committee, consisting of the whole of this Board, be, and hereby are empowered to enter into

negotiations for the copyright and plates of a geography to be printed by the State Printer for the use of the State. That the sum of ..... dollars is hereby set apart for this purpose. That not to exceed ..... dollars of this sum may be paid for copyright, payable from the appropriation for literary work, and not to exceed ..... dollars for plates, engravings, etc., payable from the appropriation for the purchase of printing material.

Prof. Moore offered the following resolution, which was adopted:

Resolved, That the State Printer be directed by this Board to print not less than twenty-five pages nor more than fifty pages of the manuscript copies of text-books submitted to the Board to form part of the State series, when in the judgment of the Superintendent of Public Instruction such manuscripts are worthy to be considered by this Board—including Kinne's Readers, Leggett's, Davis' and Craven's Grammars, R. 'C. O'Connor's Speller, Jos. O'Connor's, Bates' and Morton's Arithmetics.

TEACHERS' INSTITUTES AND THE PUBLIC SCHOOL SYSTEM.

The United States expend public funds more liberally for public schools than any other nation of corresponding density of population. The vast territory within their boundaries is sown more or less thickly with free school-houses, wherein for some part of every year, longer or briefer according to the amount of available funds, teachers paid from the public purse dispense instruction to all the children of school age who may by the law of the State be enrolled.

That the results are not greater is to some a matter of wonder, to others a subject of malicious though hidden rejoicing, and to yet others a topic for serious consideration and constant labor. The chief cause of this imperfect attainment is, confessedly, the comparatively small quantity of tutorial ability possessed by the teachers as a whole. Among them are hundreds and thousands of excellently equipped instructors; the spirit and purpose of a yet greater number are praiseworthy, but the lack of trained ability to teach well is and always has been the weak point in the schools of the country. The causes of this condition are not difficult to discover. Usually the local authorities in charge of a public school have only a small sum of money at their disposal for the payment of a teacher. This money is derived in most cases, partly from the proceeds of a local levy or tax and partly from the apportionment of the school moneys of the State. Whenever the law of the State requires that the school be taught any specified number of days before the apportioned amount can be drawn from the general fund, the local board must employ some person as a teacher

who can be hired to do the minimum quantity of "teaching" at a compensation not exceeding the locally collected amount in the school treasury. The reward of labor being small, the quality of work done is almost always poor, or at the most mediocre; the salary offered tempts only young women who want an addition to their scanty pocket money, or young men who teach in order to procure means for the prosecution of their own studies during the rest of the year. The teacher's place is often filled by the most needy male or female relative of a school trustee. The teacher so selected can, with little trouble, procure a license to teach for a year, and sometimes for a longer time, by answering a few questions about geographical facts and making one or two simple arithmetical calculations selected by an "examiner" or "county superintendent," or other similar official, to whom a small fee, for the labor of examining the candidate and issuing the liscense, is due by law. Indeed, when the authorized examiner is unfaithful or indifferent, he may license the candidate and pocket the fee without holding any examination at all. The local and favored candidate need not fear much competition for the position from a stranger, because travelling expenses would swallow up no small part of the meagre pay earned, even if the stranger should succeed in obtaining the position; on the other hand, the money earned is often enough to add much simple comfort to the life of the home-dwelling teacher.

Under such circumstances the employment of a thoroughly competent instructor in rural schools is sometimes difficult. The well-trained graduate of a normal school can obtain better pay in the employment of towns and cities, where books, newspapers, and society of some sort are easily procured; and the growth of our urban population has

created a demand that so far much exceeds the supply of good and normally trained teachers. Therefore, the rural schools usually must be content to employ some person of good character but limited teaching power.

The rural teacher, being usually ill paid, is usually a woman; and as yet, in the United States, most young women can, if they wish, be married. Thus it happens that the ranks of the profession are deserted yearly by thousands of young women who marry and by many young men who enter the ministry, the bar, or begin the practice of medicine. The places of these teachers, who have learned at least some part of their business by working at it and by attending the teachers' institutes, which form the subject of this article, are supplied, as already indicated, by recruits themselves not long released from school.

This widespread and lasting condition of things explains the necessity for supporting and maintaining teachers' institutes in addition to normal schools. How early in our national history the want of trained instructors was felt is shown in the department of superior instruction by the proposition, seriously made during General Washington's lifetime, to transplant the entire faculty of arts from the Swiss college at Geneva to the proposed university in the District of Columbia. With reference to the public schools in New England, it is known that Dennison Olmstead, a graduate of Yale College, had projected a plan for a schoolmasters' academy, and that in his thesis for the degree of master of arts, in 1816, he showed that the low condition of common schools at that time was caused chiefly by the ignorance and incompetence of their teachers.

Professor James L. Kingsley, of Yale College, in 1823, proposed that intermediate schools be maintained in every

county for the thorough instruction of those who wished to teach in common schools.

The eminent and Reverend Thomas H. Gallaudet elaborated the importance of teachers' seminaries in a series of essays published in 1825 at Hartford, Conn. When the States began to take a more active and general interest in the education of their inhabitants and the public school begun to be the acknowledged child of the Commonwealth, the increasing need for trained teachers was answered, as early as 1839, by the systematic training of a limited number in Hartford, Conn., by Dr. Henry Barnard and his faithful friends.

This training included a review and extension of the topics then usually taught in common schools, and also a thorough instruction in pedagogics. Thus normal schools and teachers' institutes began their work in this county almost at the same time, and either together or separately began to extend over other States.

A teachers' institute (then first so named) was held in 1843 by J. S. Denman, school superintendent of Tompkins county, N. Y. This lasted two weeks and was a new revelation of the new agent in school improvement. Nor can we fail to recall the lucid and most interesting accounts of the early teachers' institutes in Massachusetts as described by Horace Mann, and his equally famous successor, Barnas Sears, who, after a career more varied and a life much longer, sleeps, covered with years and honor, after having administered the resources of the Peabody education fund with even more than his wonted sagacity, industry and equity.

. . . . . .

The growth of the population within the Union has much surpassed the establishment and maintenance of normal in-

stitutes and teachers' institutes, even from the time when they became recognized parts of the best public school systems. The absolute impossibility of confining instruction in practical pedagogics to normal schools has obliged us to use institutes as a necessity. Doubtless other and additional reasons for so doing have existed in past times and may exist now in different places. For example, when normal schools are few and small or where they have not yet been founded, the institute must acquire at once much greater importance as an educational training appliance, and under such circumstances we may expect to find it assuming the proportions and duties of a peripatetic teachers' seminary, often extending its sessions into weeks, enlarging its programme of instruction, and increasing the number of its methods and appliances for attracting or retaining the public favor. In a new community the institute obviously may be of very different relative value when compared with its worth or uses in an older and more variously cultured place or epoch. At one time it may be useful in solidifying and concentrating public sentiment in favor of public schools; at another, it may prove vastly useful in disseminating useful knowledge about the nurture, instruction, and culture of youth throughout the whole community; at another, it may be useful chiefly for the effective instruction of the teachers attending it in the most useful and practical methods of conducting and teaching their schools; and at another time it may serve most effectually to imbue a corps of teachers, hitherto working towards various and conflicting results, with vital unity of purpose and common sympathy of thought. All these and many other uses of the institute have been tested since it was first introduced by Dr. Barnard. Without doubt it is destined to an equally useful and varied career in different parts of the country, new and old, during the future.

SHOULD A COLLEGE EDUCATE?

BY E. R. SILL.

In meeting the public on this matter of the course of study, the college finds itself confronted with two or three false notions, so inveterate that they may well be classed as popular delusions. Each of these, like most popular delusions, has crystallized round a convenient phrase.

One such notion is that the choice of studies for any given youth should be governed by his own natural predispositions. In other words, he should "follow his bent." This has a plausible sound, yet to apply it to the college course would be to ignore the very purpose of the college. When it comes to selecting a life occupation, a specialty for study or practice, such as the various schools of the university undertake to furnish, a youth should, no doubt, choose according to his taste and talent. But to choose on that ground alone in his preparatory culture-course would simply magnify any lack of balance in his original nature. As well might one advise a boy at the gymnasium to devote himself to those exercises in which he naturally excelled, to the neglect of all that found out his weak points; if the arms were feeble, to use only the muscles of the thighs; if the thighs were undeveloped, to use only the arms. The purpose of the college is to do for mind and character what the gymnasium does for the physical powers: to build up the man all round. If the student "hates mathematics," it is probably because his mind is naturally weak on the side of abstract reasoning, and the hated study is therefore the very study he needs. If he has a lofty disdain of literature, it is very

likely only an evidence of some lack of that side of culture somewhere in his ancestry. There is nothing sacred about a "bent." So far from being an indication of Providence, it is apt to be a mere indication of hereditary defect. If we look at it from the side of its being a predisposition of weakness in some particular directions, a bent *away* from certain lines of study (the form in which it chiefly shows itself in college), we can see that the sooner it is repaired by a generous mental diet, the better for the man and for the race to whose ideal perfection he and his posterity are to contribute. Perhaps the greatest danger to which the higher education is at present exposed is that of spreading before the student a vast number of miscellaneous subjects, all recommended as equally valuable, and inviting him to choose according to his bent. The result naturally is that the average boy follows that universal bent of human nature toward the course that offers him the easiest time. If this course happens to include strong studies, easy only because he is specially interested in them, the harm is not so great; but if it consists chiefly of light studies, introduced into the curriculum only because somebody was there to teach them, and somebody else wanted them taught (and perhaps a little, too, because each counts one in a catalogue), then the harm is enormous. This becomes evident enough if we use (as we may for brevity's sake be permitted to do) the *reductio ad absurdum* of an extreme illustration; if we suppose that some language having a great history and a great literature, the Greek, for example, is rejected in favor of some barbarous tongue embodying neither history nor literature; say, for example, the Pawnee or the Eskimo; or if we suppose that for exercises in writing and reasoning is substituted the collecting of postage stamps of all nations, or practice on the

guitar. Far short of any such violent extremes, there are perfectly well recognized differences between the efficacy of one study and another in educating a college student. And it would seem wiser to trust the choice to the governing body of the college than to an inexperienced lad, swayed by some momentary whim, or by the class-tradition of the "easiness" of one subject or another; in other words, by his natural bent.

Another popular delusion concerning the college course hinges on a common misuse of the word *practical*. It properly signifies *effectual in attaining one's end*. So, transferring the term to persons, we call him a *practical* man who habitually employs such means. A "practical study," then, is in reality a study which is calculated to effect the end we have in view in pursuing it. And since the end in view of a college study is purely and simply the development of the mind and character, any study is a practical study just to the extent that it is effectual for this end. And any study is a completely unpractical study, no matter how useful it may be for other purposes, if it is ineffectual for this. The real virus of people's misuse of this word lies in their taking it to mean, not effectual for one's end, whatever it be, but effectual for that particular end which to them happens to seem the chief end of man. If a man's one aim is to have a successful farm, he is apt to consider all studies unpractical that do not bear directly on agriculture. If the great object of another is to gain public office, to him that study alone seems "practical" which directly subserves this end. Accordingly, there are always found well-meaning persons, not conversant with educational affairs, who consider the best studies, and those which for college purposes are most ractical, as being completely unpractical; and who will al-

ways be trying to crowd in upon its courses those so-called practical studies, which, for the ends the college has in view, would prove as unpractical as studies could be.—*August Atlantic.*

SOMETHING NEW FOR THE GEOGRAPHY CLASS.

BY ELMER E. CAREY.

The following exercises are designed for the purpose of creating an interest in the geography work. Children delight to have employment for the hands as well as for the head.

The teacher should place the schedules on the board, have them copied into the blank-books by the pupils, and, when required, explain the purpose of each. when any map has been finished by the class, the tables given will furnish means for a review. Let the class make out a list of the lakes, capes, rivers, etc., from memory; when the clas are familiar with a country or state, the diagram can be completed in a short time. The teacher can examine the work in a few minutes and ascertain at a glance what has been omitted and what is incorrect.

Scholars can be required to bring into the class, in addition to the ordinary lesson, written work on any point; these exercises will be found useful for blackboard work. As everything found in a text-book is not to be memorized, so all the information which may be tabulated by these exercises is not to be retained in mind. Teachers who have trouble in keeping pupils quiet, or who canot find continuous employment for them, will find much assistance in the exercises here given:

SOUNDS, STRAITS, CHANNELS AND PASSAGES.

Name.	Waters Connected.		Separates.	
Behring St..	Pacific Oc'n.	Arctic Ocean	Asia.....	N. A...
English Chan	German Oc'n	Atlantic Oc'n	England.	France.
Mona Pass'e	Caribbean S.	Atlantic Oc'n	Hàyti ...	Poto R.
Long Isl'd S.	Atlantic Oc'n	.....	Conn....	L. Isl'd.

ISTHMUSES.

Name.	What Connected.		Waters Separated.	
Panama....	N. America	S. America.	Caribbean S	Pac.O.

ISLANDS.

Name.	Situation.	Surrounded By.	Subject To.
Falkland...	E. Pategonia..	Atlantic Ocean..	England.

RIVERS.

Name.	Source.	Direction.	Flows Into.
Nile.....	Cent. Africa.	North.....	Mediterra'n Sea
Mississippi..	Itasca Lake.	South.....	Gulf of Mexico

CAPES, PROMENTORIES AND PENINSULAS.

Name.	Where.	Projects Into.
Farewell.....	South of Greenland..	Atlantic Ocean ....
St. Roque.....	East of Brazil.....	Atlantic Ocean ....
North.....	North of Europe.....	Arctic Ocean.....
Lower California.	West of Mexico.....	Pacific Ocean.....

GULFS, SEAS AND BAYS.

Name.	Where.	Connec'd With	By.
Baffin's Bay..	N. of N. A...	Atlantic Oc'n.	Davis Straits.
Mexico Gulf..	S. of U. S...	Atlantic Oc'n.	Florida Straits
Red Sea	N.E. of Africa	Indian Ocean.	Bab-el-Mand .

LAKES.

Name.	Where.	Inlet.	Outlet.
Great Salt....	Utah.....	Jornon	.....
Athabasca....	British Am...	Athabasca...	Slave .....

MOUNTAIN CHAINS.

Name.	Where.	Direction.	Highest Peak.
Sierra Nevada	California..	Northwest	Mount Whitney.

MOUNTAIN PEAKS AND VOLCANOS.

Name.	Country.	Range.	Remarks.
Whitney, Mt .	California....	Sierra Nevada	Highest in U.S.
Everest, Mt..	N. Hindostan.	Himalaya	" on Globe
Cotopaxi, Vol.	Peru.....	Andes	.....

COUNTRIES.

Name.	Situation.	Boundaries.	Mountains.	River.	Surface.	Zone.
Chinese Empire....	E. Asia....	N, Siberia; E, Pacific; S, Farther India; W, Afghanistan. B. I.	Altai.....	Hoang Ho.....	Plains.....	N. Temp.

COUNTRIES.

Name.	Capital.	Largest City.	Productions.	Race.	Religion.	Government.
Japanese Empire.....	Pekin	Pekin.....	Silk, tea, rice.....	Mongolian.....	Idolatrous.....	Despotism.....

STATES.

Name.	Situation.	Boundaries.	Familiar Name.	River.	Mountains.	Surface.	Pr'd'cts.	Capital.	L. City.
Pennsylvania...	N. E. U. S.	N, N. Y.; E, N. J.: S, Md., Del., W. Va.; W, O., W. Va.	Keystone State.	Susquehanna...	Alleghany. Blue Ridge.	Broken..	Iron,	Harrisburg....	Phila...

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Attorney-at-Law.

213 Sansome Street, San Francisco.

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EDITORIAL DEPARTMENT.

THE "TEACHER'S" PROGRESS.

With the present issue the TEACHER opens a Department for the University of California, edited by Prof. Frank Soulé. This gentleman's well-known ability is a sufficient credential for the character of the new Department, which must place the literary rank of the CALIFORNIA TEACHER first among the Educational periodicals of the day. Communications, similar to the powerful article of Prof. John Le Conte appearing in this number, will be regularly published. We may be pardoned, therefore, for saying that under no former management has the State School Journal of California appeared with such bright prospects for its future career. We trust that our efforts to make the TEACHER more than a mere money-making concern will be appreciated by all who feel an interest in the cause of education on the Pacific Coast. Never before has the Department of Public Instruction been conducted with such ability as by Prof. Welcker, and henceforward we believe that the Official Organ will contribute a not unworthy part towards maintaining the high character which that Department has won.

E. P. HEALD, Pres't. C. S. HALEY, Sec'y.

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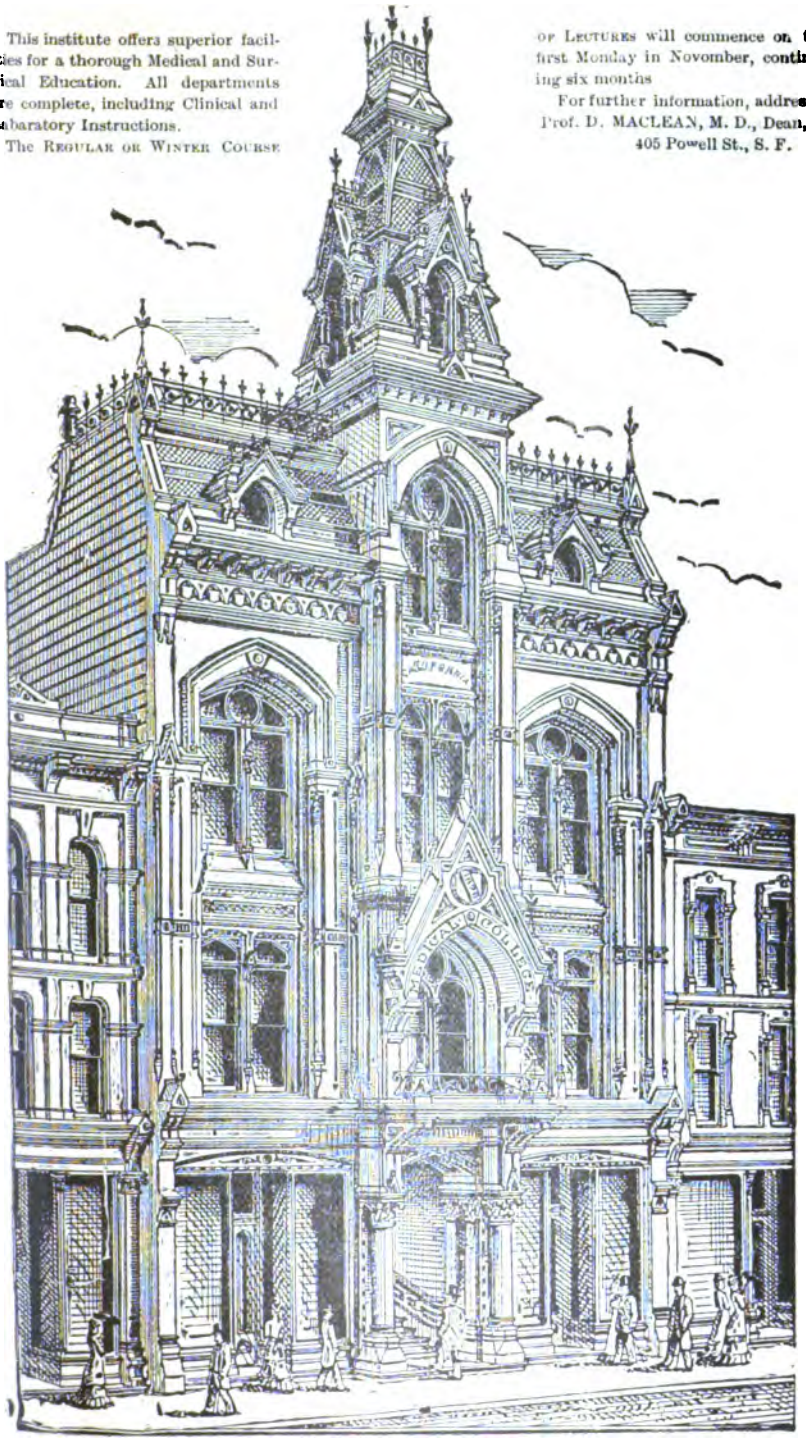

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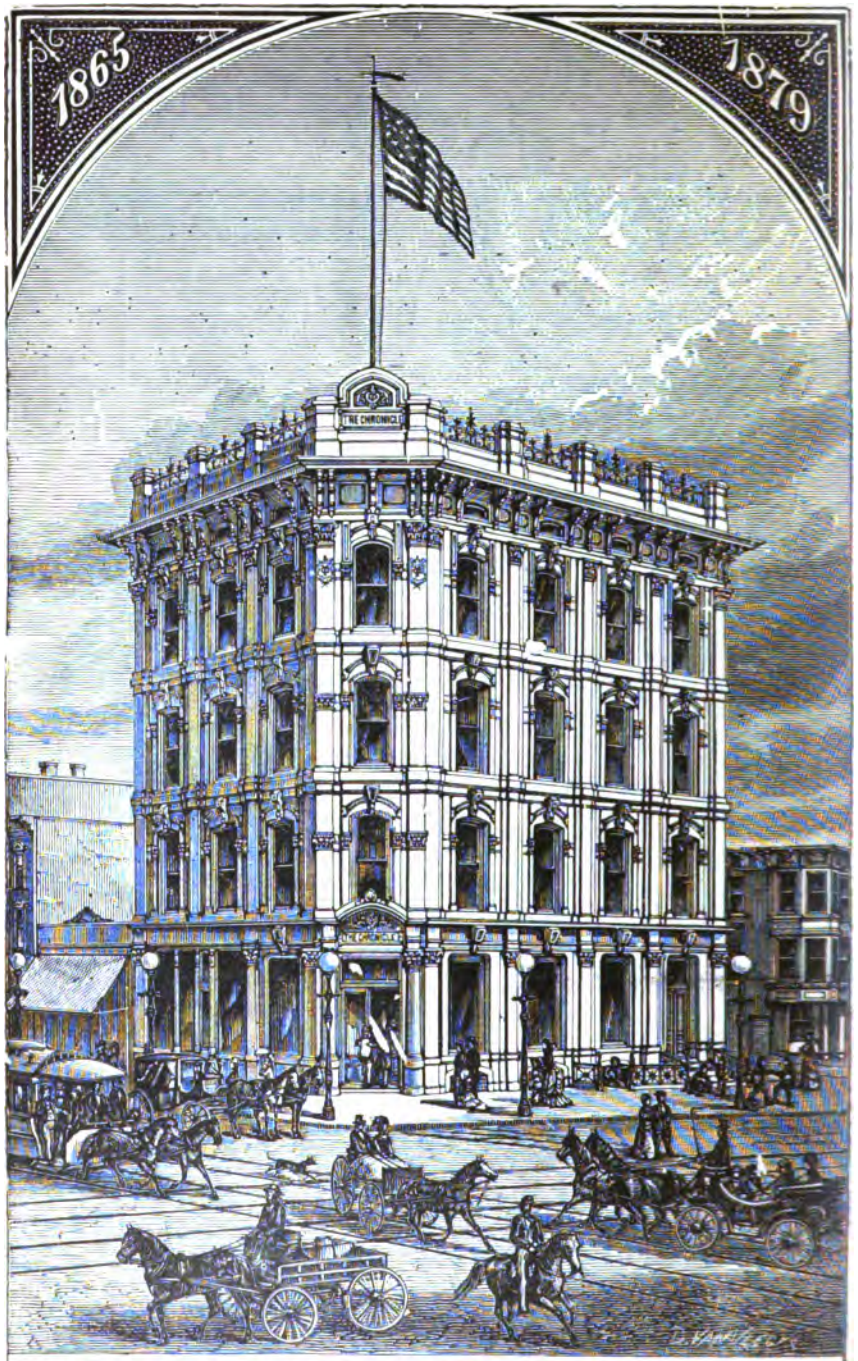

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VOL. V. SEPTEMBER, 1885. No. 2

THE WORK ON THE BARTHOLDI STATUE.

[Published for the Benefit of the Pedestal Fund by the North American Review.]

Up to the present time no statue had ever been executed of the extraordinary proportions of the Statue of Liberty. In order to form an idea of this work, which was without precedent, it was necessary to give the greatest attention to the means of execution; it was necessary to foresee the elements of solidity and the exigencies of transportation to America; finally, it was necessary to seek to avoid heavy expenses, into which one is rapidly drawn in a work of this kind, according to the methods employed. The examination of the various difficulties led us to adopt the system of hammered copper, which, from an artistic point of view, offers elements of excellence when it is well treated

which allows of a large subdivision in the pieces, and renders the transportation easy.

We will examine the various phases of the work The total height of the first model was 1.25 metres. This was the study model, which was long sought and often recast. (It is the model which has been reproduced in terra-cotta, the number of the reproductions being limited to two hundred. Each model was numbered and registered, and a large number of them were sold in aid of the subscription under the name of the "Model of the Committee.")

After this first study I made the statue which measures from the head to the feet 2.8 metres, and in its entirety 2.85 metres. This statue, executed with rigid precision, was reproduced four times as large by the ordinary processes. The model which was the result of this work measured about 11 metres in total height. Placed in a large space it could be taken in by the eye in its entirety, and the corrections to be made could still be noted. This statue was divided into a large number of sections destined to be reproduced separately at four times their size. After this last enlargement changes were no longer possible. Now the sculptor could only aim at very great precision, and at great care in the modeling of the surfaces, which were becoming enormous. It was necessary to study them in their simplicity and their nakedness, so that the form should be flowing and correct, without prominent details, which would detract from the general appearance. In an immense workshop, specially constructed for the work, were to be seen four plane surfaces on which the work was carred on. They were encompassed with frames laid out in numbered divisions. Another similar frame,

corresponding exactly with the one below, was fastened beneath the ceiling of the workshop. Lead wires and rulers hung all around the frames. On these frames, thus geometrically laid out, the sculptors executed in wood and in plaster, enormous fragments of the statue. The sections of the model that they were to reproduce were arranged near by under corresponding conditions, between frames of one-fourth the size. The sculptors executed the enlargement, by measures taken with the compass on the lead wires and rulers. They first laid out the general form with wooden beams covered with lath work. The wood was then covered with a coating of plaster. They verified the large measurements already established, and then executed the reproduction point by point, and finished the modeling of the surfaces. Each nail head and point marked requires six measurements, three on the model and three for the enlargement without counting the verifying measurements. There were in each course about 300 large points and more than 1,200 secondary points, which represented for each course, the work of establishing about 9,000 measurements. When a course was finished the carpenters took its forms by means of boards cut in profile, according to the form of the plaster. They were applied on the spot, placed one opposite to another and crossed, thus forming pigeon-holes, larger or smaller. Thus they took a sort of impression. In these wooden moulds or "gabarits," the hammers pressed the sheets of copper by pressure with levers, and by hammering with mallets. The pieces of copper were finished by beating them with little hammers and with rammers. The profile of the forms were again taken in detail with sheets of lead, pressed upon the model, again working the copper according to the profiles. The pieces of

copper were furnished from point to point with iron braces, intending to give them regidity. These braces were forged in the form of the copper when the contour of the latter was completely modeled. Thus furnished, the pieces were carried to the mounting in the court, to be brought together and fastened on the powerful trusswork of iron beams which serves as support for the whole envelope of the statue. The core of this trusswork is formed by a sort of pylon which has four points of attachment. Each of these points is sustained by three bolted braces, fifteen centimetres in diameter, which are made fast at a depth of eight metres in the masonry of the foundation to a frame of iron beams. The whole truss-work was designed and executed by the eminent constructing engineer, M. Eiffel.

This truss-work serves as a support for the copper form of the statue. The copper plates, kept in shape by iron bands, are supported by iron braces, which are cramped on to the central core. They do not bear in the least upon the lower plates, and their weight is alway independent of all that is above and below.

Exhaustive mathematical calculations were made upon the resisting power of the iron pieces, upon the centre of gravity and upon the action of high winds. The calculations were made by taking as a base the most powerful hurricanes which have been recorded either in America or Europe. In regard to the preservation of the work, since all the elements of its construction are everywhere visible on the inside in all their details, it will be easily kept in good condition.

To end this account, I ought to add to it a few bits of statistical information, although they have been published on various occasions. The whole work was done in the celebrated house of Gaget, Gauthier & Co., of Paris. The statue

is constructed of copper sheets, two and a half millimetres in thickness. It measures 46.08 metres from the base to the top of the torch, 35.50 metres from below the plinth to the crown, 34 metres from the heel to the top of the head. [The complete English measurement is as follows: From bottom of plinth to top of tower, 151 feet, 1 inch; height of bottom foundation of pedestal above low water, 13 feet; height of foundation mass, 52 feet, 10 inches; height of pedestal proper, 89 feet; total height of top of torch above low water mark, 305 feet, 11 inches.]

The forefinger is 2.45 metres in length, and 1.44 metres in circumference at the second joint. The nail measures .35 metres by .26 metres. The head is 4.40 metres in height. The eye is .65 metres in width. The nose is 1.12 metres in length. About forty persons were accommodated in the head at the Universal Exposition in 1878. It is possible to ascend into the torch above the hand. It will easily hold twelve persons. The total weight is about 200,000 kilos, of which 80,000 are copper and 120,000 iron. It represents an outlay of more than a million francs, including gifts, gratuitous work and the losses of all those who gave their devoted assistance to the work.

The colossal statues which have been executed up to the present time are far from the proportions of the Statue of Liberty. Yet we must not expect its appearance to be colossal when it is in its place. In the immense picture which will surround it, it will appear simply in harmony with the whole, and have the normal aspect of a statue in a public place. It should be thus, because its part is not to appear extraordinary in itself, but to connect itself intimately with an extraordinary whole.

The statue was born for this place which inspired its conception. May God be pleased to bless my efforts and my work, and to crown it with the success, the duration and the moral influence which it ought to have. I shall be happy to have been able to consecrate the best years of my life to being the interpreter of the noble hearts whose dream has been the realization of the monument to the French-American Union.

BARTHOLDI.

INDUSTRIAL EDUCATION.

It is somewhat remarkable that in this land of the workingman the necessity should arise to "impress upon the minds of the present generation the dignity of manual labor." During the labor movement of recent years the politician and the monopolist appreciated, perhaps for the first time, the power that the laboring man might call into action for good or evil were he so disposed. As a natural consequence, the educator and the philanthropist have taken the matter in hand and are educating our future statesmen, manufacturers, monopolists, laboring men and women by establishing schools for instruction in the industrial arts. Even our colleges and private schools are adding a Department of Industrial Arts to the established curriculum of years. All this is as it should be, but the reflective mind is somewhat startled to hear from the pulpit and platform the injunction to *cultivate* a regard for the dignity of manual labor, implying an urgent necessity for such regard. From what influence, what example, have the youth of to-day learned to ignore manual labor? Why are our cities overcrowded with young men and women who have left comfortable homes in the country *because they do not like farming*, and who are willing to be inferior clerks, bar-tenders, telephone and telegraph operators, anything rather than drive the plough, wash and bake? Some have ascribed this unreasonable tendency to vanity, a love of dress, which is supposed to engender a dislike for manual labor. Others say it is the result of defective education, and the latter class of philanthropists, with the two-fold object in view of elevating the laboring

element and of teaching the industrial arts so as to secure the best results by the best efforts, are by money, influence and example endeavoring to establish training classes and training schools. The teachers, parents, and friends of the youth of to-day are called upon to do all in their power to instil a proper regard for manual labor itself, and for those who perform manual labor, either from choice or necessity. How shall this be accomplished? When and where is the best time to begin? What adverse influences must the teacher contend with in her efforts to instil within the hearts of her pupils an admiration for the hands that toil? Children are observant, critical and imitative. The impression made upon them must be one of example rather than precept. The instruction they receive in this new departure must begin at home, in the nursery, and must be continued daily, patiently, persistently. Fathers and mothers must be more thoughtful and sympathetic in their treatment of the hired help, more discreet in their own actions which in any way might betray an undue regard for money, display, dress, or a want of proper regard for the opposite of these.

Where the home training has been of the right kind, the teacher will need to apply but little extra effort to continue the good work; there will be no pursing of lips or frowns of disproval when the child of wealth is seated with the child of the laboring man, for, strange to say, this infantile aristocracy may often be witnessed in the school-room, notwithstanding the impression conveyed by Whittier's "Barefoot Boy," that childhood is wholly democratic, that "Only the grown-up man is republican." Parents and teachers will know that the overdressed flirt and the insufferable dude are not the creations of an hour, but they are simply carrying

out in action the principles they have cherished for years—principles that have grown up with their growth and have become a part of themselves—a love of conspicuous dress and an inordinate love of display. Taking into consideration, therefore, the improper home influences, the natural tendency of the child-mind, the example of companions, the influence of the world at large, it must be conceded that the teacher who endeavors to impress upon the child of to-day an appreciation of the dignity of manual labor undertakes no light task, but enters into a contest rather with life-long prejudices, home training, social distinctions, church preferences, party spirit and educational fallacies. Who is equal the conflict? Teachers, assume your professional armor, and show to the doubting, the undecided, and the sanguine what can be accomplished by the patient, persistent efforts of a conscientious teacher.

A BUSINESS EDUCATION FOR BOYS.

A majority of our boys are destined to be employed in business pursuits of one sort or another; and yet, strange to say, few parents seem to think it necessary to direct their education to that specific object. Of course, no objection can be made to the general education given at our ordinary schools or colleges. It is all necessary to develop the mind and to qualify the boy for something that will arise at some time or other in his future manhood. That, therefore, must not be neglected or abridged. But when it is intended that a youth shall follow a mercantile pursuit it would seem reasonable to suppose he would conclude that it is necessary that a portion of his education should be devoted to qualifying him specifically for the experience that will occupy two-thirds of his waking existence. When our systems of education gave no other instructions of this kind than what was embraced in a theoretic study of the ordinary rules of arithmetic, our boys had no choice in this matter, for they could only accept such education as educators had provided. But now that institutions are provided, which, within a brief course of study, equip the ordinarily educated boy for any or every branch of business employment, no youth intended for a commercial employment can be considered properly educated until he has passed through the specific studies of one of our well-conducted "business colleges." A few months at one of these establishments is worth all the boy's previous education, in the very important sense that it gives point, application and practical bearing to all the general education he has acquired at school. What the attendance

on hospital practice is to the medical student—the application of all he has learned in theory—a good business college is to the boy who has finished his course of school study; it is the application of his education to business formulas, methods and practice. The training he requires in these institutions is equivalent to the saving of two or three years' initiatory education in the office, and therefore gives the youth an advantage at his start in active life of the greatest value. What we have witnessed of the work and results of these establishments induces us to direct the attention of our boys to this essential branch of education—essential, we say, because a youth without it has no fair chance in competing with one who has had the benefit of such training.—*Christian at Work.*

PUBLIC SCHOOLS AND YOUTHFUL DEPRAVITY.

S. M. Clark, in the *Central School Journal,* makes some good points on this subject, but still falls into the error of thinking evils can all be combatted in the public schools, or that badness can be talked out of children, and goodness talked into them. I cannot think Mr. Clark's conclusions are sound. Do not think he does the public schools justice, nor that he fully grasps the situation.

He virtually charges the public school with engendering profanity and vicious habits. He says: "The community finds itself inundated with school children that swear like cowboys, and blackguard like London fish-wives. * * There are hundreds and hundreds of children that go from homes where the constant care of parents is that those children shall not learn vicious language and vicious conduct * * * that the public school system must see to it that, so far as it is concerned, if it takes those children to educate them, they do not learn vicious language or conduct as any part or consequence of going to the public schools." Does Mr. Clark mean to convey the idea that the public school is responsible for this depravity? I infer that he does, and he further says: "The alternative of meeting this duty and doing this work—of eradicating vicious habits—great as it is, must be, sooner or later, the breaking up of the public school system if it is not done."

The Christian Church has been at work many hundred years trying to do away with the evils Mr. Clark mentions, and has not accomplished the task, yet this failure to do so has not destroyed the Christian Church, nor even lessened

its importance in the estimation of Christian people. The public school has been in existence but a comparatively short time, and could not be expected to eradicate vices that have endured for hundreds of years in spite of all other forces—the private school, the parochial school, the college, university and church. One would infer that the cowboy and the English fish-woman learned to swear in the common school. My impression is that children of the public schools swear less, and are much better for the training of those institutions. Do not think any schools can show a better record in moral training. Since the inauguration of the public school very many vices have died out—less whipping and cruelty to children than before them, less slavery, less duelling, and much larger humanity prevails.

The children or pupils of public schools do not practice duelling as do the students of the universities of Germany, nor do they indulge in the cruel and barbarous practices of many of our higher institutions of learning, which are said to be very moral. Some of our critics tell us about our "Godless schools," nevertheless, the people educated in these schools do not indulge in bulls fights or many of the barbarous practices of other times. The people are gradually becoming better under the influence of these great public institutions, and in time they will break up these lesser evils as they have the greater. Give the people intellectual training long enough, and the *moral* will follow. It must do so—it is inevitable. All evil is the result of folly, of ignorance, of stupidity. Put the people in possession of all their faculties and they will be more just, more humane, more honest, less given to swearing and vicious practices of which Mr. Clark speaks.

In Russia we find Nihilists, and also find Jews being

slaughtered like wild beasts. If Russia had more common schools she would have less of this. In France the common school is correcting many abuses, and placing the people on a higher plane; so of England, Scotland and all other countries where it is established. I do not know whether "dynamiters" are the result of the common school or not. It may be they were not educated in the common school, the college or the Christian Church, but grew on bushes, and are going to correct the abuses of these other institutions.—*J. Fairbanks in Missouri School Journal.*

STAR-DUST.

BY GEORGE K. CAMP.

The night was wrapped in a robe of woe,
Tattered and wildly shred,
And the sighs of the night were deep and low
In the cedar boughs and the firs, as though
Some cherished thing were dead—
As sad as a heart-sob when the snow
Is a loved one's bier and bed.

I felt great sudden drops of rain
On my upturned features fall,
Fierce drops that wakened a sense of pain
And sorrow, as vast as it was vain,
For hopes gone past recall—
Mad drops like the terrible tears that stain
The velvet of a pall.

Oh! night is the ghostly type, I said,
With its wail and weeds of woe,
Of human life with storms o'erspread,
Of life with its tenderest dreamings dead
And buried beneath the snow,
With never a star-ray overhead
And only despair below.

The robe of the night was torn and rent
By her own impassioned sighs,
And I saw through a rift that the moon was pent
In the prison of human discontent,

MINING IN CALIFORNIA.

BY JOHN S. HITTELL.

PLACER MINES.—Placer mines are divided into many classifications. The first and most important is into deep and shallow. In the former the pay-dirt is found deep, twenty feet or more beneath the surface; in the latter, near the surface. The shallow or surface diggings are chiefly found in the beds of ravines and gullies, in the bars of rivers, and in shallow flats; the deep diggings are in the hills and deep flats. The pay-dirt is usually covered by layers of barren dirt, which is sometimes washed, and sometimes left undisturbed, while the pay-dirt is taken out from beneath it through tunnels or shafts. So far as our present information goes, we have reason to believe that no gold country ever possessed so large an extent of paying placer mines, with the pay-dirt so near the surface, and with so many facilities for working them, as California. In Australia the diggings are very deep and spotted, that is, the gold is unevenly distributed, and the supply of water for mining is scanty. In Siberia the winter is terribly cold during six months of the year. In Brazil the diggings were not so extensive nor so rich as in this State. Here we have numerous large streams coming down through the mining districts, very large bodies of pay-dirt, and a mild climate.

After dividing placers into deep and shallow, the next classification will be according to their topographical position, as into hill, flat, bench, bar, river-bed, ancient river-bed, and gulch mines. Hill diggings are those where the pay-dirt is in or under a hill. Flat diggings are in a flat.

gold in the dirt which they wash, but to catch the greatest possible quantity within a given time. It is not supposed that any process used in gold mining catches all the metal. Part of it is lost; in some processes a considerable proportion. The general estimate in California is, that one-twentieth of the gold in the dirt which is washed is lost. Many of the particles are so very small as to be invisible to the naked eye, and so light that their specific gravity does not avail to prevent them from being carried away by the water like sand. The larger pieces will sink to the bottom and resist the force of the water; the smaller the particles, the greater danger that it will be borne away. Many devices have been tried to catch all the gold, but none have succeeded perfectly, and some which have caught a portion of what escaped from the ordinary modes of mining, have been found to cost more than their yield. The miner does not grieve about that which he cannot catch. He is not careful to catch all that he could. His purpose is to draw the largest possible revenue per day from his claim. He does not intend to spend many years in mining, or if he does he has become thriftless and improvident. In either case he wishes to derive the utmost immediate profit from his mine. The object of the miner is the practical dispatch of work, and his success will depend to a great extent upon the amount of dirt which he can wash within a given space of time. He regrets that any of the gold should be wasted, but his regret is because it escapes from his sluice and his pocket, rather than because it is lost to industry and commerce.

THE SLUICE.—The board-sluice is a long wooden trough, through which a constant stream of water runs, and into which the auiferous dirt is thrown. The water carries away

the clay, sand, gravel, and stones, and leaves the gold in the bottom of the sluice, where it is caught by its gravity and by quicksilver. The board-sluice is the great washing-machine, and the most important instrument used in placer mining in California. It washes nearly all the dirt and catches nearly all the placer gold of the country. It is not less than fifty feet long, nor less than a foot wide, made of boards. The width is usually sixteen or eighteen inches, and never exceeds five feet. The length is ordinarily several hundred and sometimes several thousand feet. It is made in sections or "boxes" twelve or fourteen feet long. The boards are an inch and a half thick, and are sawn for that special purpose, the bottom boards being four inches wider at one end than the other. The narrow end of one box therefore fits in the wide end of another, and in that way the sluice is put together, a long succession of boxes, the lower end of each resting in the upper end of another, and not fastened together otherwise. These boxes stand upon trestles, with a descent varying from eight to eighteen inches in 12 feet. It is therefore an easy matter to put up or take down a sluice after the boxes are made, and it is not uncommon for the miners to haul their boxes from one claim to another. The descent of a sluice is usually the same throughout its length, and is called its "grade." If there be a fall of eight inches in twelve feet, the sluice has an "eight-inch grade," and if the fall be twice as great, it is a "sixteen-inch grade." The grade depends upon the character of the pay-dirt, the length of the sluice, and its position. The steeper the descent the more rapidly the dirt is dissolved, but the greater the danger also that the fine particles of gold will be carried away by the water. The tougher the dirt, that is, the greater its resistance to the dissolving power of

the water, the steeper, other things being equal, should be the sluice. A slow current does not dissolve tough clay, and that is the greater part of the pay-dirt, so rapidly as a swift one. The shorter the sluice, other things being equal, the smaller the grade should be. There is more danger that the fine particles of gold will be lost by a short sluice than by a longer one, and to diminish this danger, the rapidity of the current must be reduced by a small grade. The greater the amount of dirt to be washed, other things equal, the steeper should be the grade; for a swift current will wash more dirt than a slow one. In many claims the pay-dirt is full of large stones and boulders, weighing from one hundred to five hundred pounds each, all of which must be carried away through the sluice. Some are sent down whole, and others are broken into pieces with sledge-hammers before they are thrown into the box. These require a swift current and a large body of water. The larger the supply of water the steeper the sluice is made, other things being equal. Of course economy and convenience of working require the sluice to be near the level of the ground, and as that may be steep or level below the claim, the grade of the sluice must to some extent conform to it. There are thus a multitude of points to be taken into consideration in fixing the grade of a sluice; but a fall of less than eight or more than twenty inches, in a box of twelve feet, would be considered as unsuitable for the board-sluice. Sometimes the upper part of the sluice is made steeper so as to dissolve the dirt, and the lower part has a small grade to catch the gold. The clayey matter of ordinary pay-dirt is fully dissolved in a sluice two hundred feet long with a low grade, so the use of the boxes beyond that length is merely to catch the gold. There are claims, however, in which the clay is so extremely tough that it will

roll in large balls more than a quarter of a mile tl steep sluice with a large head of water, and come o lower end scarcely diminished in size.

The gold is caught in the sluice-boxes by false of various kinds. It would not do to leave the boards, for the water would sweep all the gold away boards themselves would soon be worn through. T common false bottom is the longitudinal riffle-bar, from two to four inches thick, from three to seve wide, and six feet long. Two sets of these riffle-bars each sluice-box, the box being twice as long as the set of riffle-bars is as many as fill one-half of a box are wedged in, from an inch to two inches apart; th ing being used, because the bars can more readily be ed in their places, and more easily taken up than were used. Before the work of sluicing commences boxes are fitted with riffle-bars, and the bottom of th is therefore full of holes from one to two inches wid three to seven inches deep, and six feet long. Th the places in which the gold, quicksilver, and a are caught. Quicksilver is used now in nearly sluices, and is the more necessary the smaller th ticles of gold. The large pieces of the metal would caught by their specific gravity without the aid of a mation.

The sluice-boxes having been made and set up w proper grade, the water is turned in. The boxes ar of the rough boards as they come from the saw, joints are not waterproof, but the leaks are soon stop the swelling of the wood, or by the dirt. The str water in the sluice is at least two inches deep over t tom. The height of the sides of the boxes is from

inches to two feet. The sluice usually runs through the claim, and the auriferous dirt is thrown in with shovels, of which from four to twenty are constantly at work. A man will throw in from two to five cubic yards of dirt in one day. The water rushing over the dirt as it lies in the box, rapidly dissolves the clay and loam, and then sweeps the sand, gravel and stones down. The first dirt in the box goes to fill the spaces between the riffle-bars. After the sluicing has been in progress a couple of hours, some quicksilver is put in at the head of the sluice, and it gradually finds its way downward, most of it stopping, however, near where it is put in.

AMALGAMATION.—There are a few metals, including gold, silver, copper and tin, which, with quicksilver, form a peculiar chemical union called amalgamation, a proscess of great importance to the gold miner. When a piece of gold or silver is placed in mercury, the latter metal gradually penetrates through it, destroys the coherence of its particles, and forms with it a mass like dough. A lump of gold as large as a bean will be soaked through in three or four days; with silver and copper the process is slower, but they are affected in the same manner. Amalgamation, though a union of a solid with a liquid, differs much from a solution. In the latter the union is mechanical; in the former it is chemical. In the latter the solid is reduced to particles of impalpable fineness; in the former it is not. An ounce of salt will be dissolved in, and nearly equally diffused through, a pint of water; but if an ounce of gold be thrown into a pint of quicksilver, it will, after forming an amalgam with the quicksilver, remain at the botton. We have no texture so fine that it will strain salt out of water; but the particles of gold are so coarse in amalgam that they can easily be strained out by

means of buckskin or tight cloths. However, a little gold will remain in the quicksilver—about the fiftieth part of an ounce of gold in every pound of quicksilver; and the only method of obtaining this gold is by retorting.

Quicksilver is used in gold mining for catching the small particles of metal; the large ones are caught by their weight. But many of the particles are so small that they are almost invisible to the naked eye, and when in moving water they float. Miners frequently show visitors the fineness of their gold by putting some of the dust in a vial with water; and upon shaking, the particles of metal can be seen floating about in the clear water. Riffles, and all the devices to get the benefit of specific gravity, are of little use to arrest this "float-gold," so amalgamation is employed. If a bit of quicksilver is put in the way of the fine gold, the two metals unite at once and make a larger bulk, which can be caught.

There is no such attraction between gold and quicksilver as there is between the magnet and iron; but when the two former metals once touch, an amalgam is immediately formed, and if the proportions of the metals be about even, they in time make a hard mass. Some gold does not amalgamate readily; in various diggings in Siskiyou county, the gold has a reddish coating, which prevents amalgamation. Grease or resin in the water used for washing is also unfavorable. So is cold. Heat is favorable, and therefore less gold is lost in summer than in winter. Quicksilver that has been once used is considered better than that fresh from the flask.

No tinned iron or copper vessel should be used for holding or panning out amalgam, or dirt containing amalgam; since quicksilver forms an amalgam with tin and copper, and will stick to the sides of a tinned or copper pan.

In most sluices the quicksilver is put in above the riffle-bars at various places along in the boxes, with a confidence that the great specific gravity of the metal will prevent it from being lost. The greater the quantity and proportion of fine gold, the greater the importance of the quicksilver.

The best method of catching very fine gold by amalgamation is to cover a large copper plate with mercury, and let the dirt and water, in a thickness of not more than a quarter inch, pass over it slowly. There are various methods of covering copper plates with quicksilver. The first thing, in every case, is to wash the copper with diluted nitric acid, so as to remove all dirt and grease. The quicksilver may then be rubbed on with a rag; or, still better, it may be dissolved in nitric acid, and the liquid nitrate of quicksilver may be applied with a rag. The nitric acid will attack the copper, and leave the quicksilver as an amalgam on the surface of the copper. This is the most common process, but the nitrate of copper continues for a long time to come up through the quicksilver and interfere with the catching of the gold. When the nitrate of copper appears—it is a green slime—it should be scraped off and the place rubbed over with quicksilver. When a plate is once covered with mercury, the operation need never be repeated; but more mercury must be sprinkled on as the gold collects and forms in a solid amalgam. The plate is usually three feet wide and six feet long, and is set nearly level. In very large sluices the stream should be divided so as to run over different plates. The slowness of the current and the shallowless of the water are important, for with a swift current or deep water many of the particles of float-gold may escape without touching the quicksilver. Wherever a speck of gold has fixed itself on the plate, there others will collect about it, evidently prefer-

ring to fix themselves in a neighborhood rather than in a waste place. The more gold there is on a plate the better it is considered to be. The seasons for cleaning up are usually determined by the danger of theft. Miners do not like to leave their gold out in quantities so large as to attract thieves. The amalgam is sometimes half an inch thick, and is usually, at cleaning-up time, a hard mass, which must be loosened by heat. The plate is put on a fire, and when it gets so warm that the hand can scarcely bear it, the amalgam is softened and loosened, so that it can be scraped off readily. The plate is then sprinkled anew with quicksilver, and is ready for use again. Mercury does not amalgamate with copper so readily as with gold or silver. A copper plate, the sixteenth of an inch thick, may be used for at least five years, and perhaps for ten; whereas a gold plate of equal thickness would, if exposed to the action of quicksilver in the same manner, fall to pieces in a few weeks. After a time the quicksilver pervades the copper and gives it a silvery whiteness all through on the under side. It is said that a solution of cynauret or prussiate of potash is used instead of nitric acid in applying mercury to copper plates, and that it is still better, there being then no trouble with the green spots of nitrate of copper.

A good amalgamated copper plate is considered as serviceable as a bed of quicksilver of equal size, and it is very much cheaper and more convenient to manage.

The dirt and water should be admitted to the copper plate by falling first through a sheet-iron plate pierced with holes half an inch long and a sixteenth of an inch wide. Some miners place this sheet-iron plate immediately over the copper.

Very soon after the water and dirt commence to run in the sluice, all the spaces between the riffle-bars are filled with sand, gravel and dirt; which, however, present many little inequalities of surface sufficient to catch all the particles of gold larger than a pin-head. The largest gold is caught near the head of the sluice; and the farther down the sluioe the finer the gold. In some sluices, where the pay-dirt contains much coarse gold, the quicksilver is introduced from thirty to sixty yards below the head, so as to catch only the fine particles of metal.

CLEANING UP.—The separation of the gold, amalgam and quicksiver from the dirt in the bottom of the sluice is called "cleaning up;" and the period between one "cleaning" up and another is called a "run." A run in a common board sluice usually lasts from six to ten days. Ordinarily the sluice runs only during daylight, but in some claims the work continues night and day. Cleaning up occupies from half a day to a day, and therefore must not be repeated too often, because it consumes too much time. In some sluices the cleaning up does not occur until the riffle-bars have been worn out or much bruised by the wear of the stones and gravel. Cleaning up is considered light and pleasant work as compared with sluicing, and is often reserved for Sunday. At the time fixed, the throwing in of dirt ceases, and the water runs until it becomes clear. Five or six sets of riffle-bars, a distance of thirty or thirty-five feet, are taken up at the head of the sluice, and the dirt between the bars is washed down, while the gold and amalgam lodge above the first remaining set of riffle-bars, whence it is taken out with a scoop or large spoon, and put into a pan. Five or six more sets of bars are taken up, and so on down. Sometimes all the riffle-bars are taken up at once, save one

set in every 36 feet, and then the work of cleaning up is dispatched much more rapidly.

The quicksilver and amalgam taken from the sluice are put into a buckskin or cloth and pressed, so that the liquid metal passes through, and the amalgam is retained. The amalgam is then heated to drive off the mercury. This may be done either in an open pan or in a close retort. In the former the quicksilver is lost; in the latter it is saved. The pan is generally preferred. Often a shovel or plate of iron is used. Three pounds of amalgam, from which the liquid metal has been carefully pressed out, will yield one pound of gold. The gold remaining after the quicksilver has been driven off by heat from the amalgam, is a porous mass, somewhat resembling sponge cake in appearance.

RIFFLE-BARS.—The riffle-bars are usually sawn longitudinally with the grain of the wood, but "block riffle-bars" are considered preferable; the latter are cut across the tree, and the grain stands upright in the sluice-box. The block riffle-bars are three times more durable than the longitudinal; and as the latter kind are worn out in a week in some large sluices, there is a considerable saving in using the former. The block riffle-bars are only two or three feet long.

In some small sluices the riffle-bars are not placed in the boxes longitudinally, nor in sets; but one bar near the head runs downward at an agle of forty-five degrees to the course of the box, not touching its lower end to the side of the box, but leaving an open space of an inch there. Just below this open space another bar starts from the side of the box and runs downward at right angles to the course of the first bar, and an open space is again left at the end of this bar; and so on down to near the lower end of the sluice,

where there are longitudinal riffle-bars in sets as described in the preceding paragraphs. The consequence of using this kind of riffle-bar is, that though much of the water and light dirt runs straight over the bars, the heavier material runs down from side to side in a zigzag course. Near the head of the sluice is a vessel, from which quicksilver falls by drops into the box; and it follows the course of riffle-bars, overtaking the gold which takes the same route. These zigzag riffle-bars are nailed down. In all sluices, men must keep watch to see that the boxes do not choke; that is, that the dirt and stones do not collect in one place, so as to make a dam, and cause the water to run over the sides, and thus waste the gold.

There are small sluices, from which all stones as large as a double fist are thrown out. For this purpose the miner uses a sluice-fork, which is like a large manure-fork or garden-fork, but has tines which are blunt and of equal width all the way down; the bluntness being intended to prevent the tines from catching in the wood, and the quality of width to prevent the stones from getting fast in the fork.

In some sluices the "block riffle-bars"—that is, bars cut across the grain of the tree—are set transversely in the boxes, and about two inches apart.

Another device is, to fill the pores of such riffle-bars with quicksilver. This is done by driving an iron cylinder with a sharp edge into the surface of the bar, then putting mercury into the cylinder, and pressing it into the wood. The quicksilver, thus fastened in the wood, catches particles of gold, which must be scraped off when the time for "cleaning up" comes.

DOUBLE SLUICES.—Sluices are sometimes made double —that is, with a longitudinal division through the middle, so

that there are two distinct sluice-boxes side by side. Two companies may be working side by side, so that it will be cheaper to build their sluices jointly. In some places the amount of water varies greatly; so that in the winter there is enough to run two sluices, and in the summer only one. And there are companies which wish to continue washing without interruption; so they wash first on one side and then on the other, and clean up without any interruption to the process of washing.

Another device for saving gold in sluices is the "under-current box." There is a grating of iron bars in the bottom of a box, near the lower end of a sluice; and under this grating is another sluice, with an additional supply of clean water, and with a lower grade. The grating allows only the fine material to fall through; and the current of water being moderate, many particles of gold, that would otherwise be lost, are saved. Sometimes the matter from the under-current box is led back to the main sluice.

ROCK-SLUICES.—Large sluices are frequently paved with stone, which makes a more durable false bottom than wood, and catches fine gold better than riffle-bars. The stone bottoms have another advantage—that it is not so easy for thieves to come and clean up at night, as is often done in riffle-bar sluices. But, on the other hand, cleaning up is more difficult and tedious in a rock-sluice, and so is the putting down of the false bottom after cleaning up. The stones used are cobbles, six or eight inches through at the greatest diameter, and usually flattish. A good workman will pave eight hundred square feet of sluice-box with them in a day; and after the water and dirt have run over them for an hour, they are fastened very tightly by the sand collected between them. In large sluices, wooden riffle-bars are worn away

very rapidly—the expense amounting sometimes, in very large and long sluices, to twenty or thirty dollars a day; and in this point there is an important saving by using the stone bottoms. They are used only in large sluices, and they generally have a grade of twelve or fourteen inches to the box of twelve feet.

To be Continued.

DEPARTMENT

FOR

THE UNIVERSITY OF CALIFORNIA.

EDITED BY PROFESSOR FRANK SOULÉ.

To the rural and mountain districts of our country must the nation ever look for those hearty, healthy, vigorous minds and bodies which are to perpetually recruit to its highest state of efficiency the army of each new generation.

It is there that will always be found the pure, fresh blood whose infusion will quicken and energize that of the city-bred youth; and which will give, in fair exchange for the nervous activity of mind and body, superior knowledge of men and affairs which necessarily result from a close and continuous contact with the busy world, and the culture and refinement engendered in every wealthy and leisure class, a bountiful and invaluable supply of health and strength, brain and brawn.

These country youth are the rocks of the human Sierras, strong, rugged, commanding, holding within them the simple elements which need only the frost of need, the heat of ambition and the genial rain of opportunity to cover and enrich the valleys of thought and action which lie ready to receive and absorb them.

It is this combination, perpetually being made, which results in mutual and universal benefit to mankind, and invigorates and urges each rising generation in its march forward to higher ground.

And as in the great and busy world, so in the special world of the University, the infusion of country blood is invaluable. Simple tastes, steady habits, earnest purposes in life, force and originality of character are largely contributed by youth born and bred in the quiet and roominess of the remoter districts. It is to these and their instructors that the TEACHER specially addresses itself in this article. It does not underrate nor compare unfavorably the young man and woman whose lot has been cast in town or city. But these require, less than the others, any calling of the attention to the benefits of an education or to the opportunities afforded for obtaining one so generously offered by their State. Unfortunately, the knowledge of our University possessed by students removed from the centers of population in California is very limited and erroneous, and frequently is entirely wanting. It is not known that the State, through a Board of Regents, has founded and permanently endowed a large institution, in which any young man or woman may obtain an education as good as in any Eastern college; that its doors are open to all, free of charge, and that a large corps of professors and instructors is ready to give instruction in every course of study comprised in the curricula of colleges of the first rank. It is not known that teachers of great learning and long experience are anxious to develop young talent and genius, and send them forth to the great world with cultured, disciplined minds.

It is very unfortunate for them and their generation that they know so little of this, and of many other most important facts and features belonging to our free State University, and it is with the desire of informing them through the medium of their thoughtful teachers, who watch with solicitude the growth of their minds and the development of

their mental powers, that the TEACHER devotes this space to the topic.

We affirm that no one can successfully maintain the position that any young person with earnest views of life is not greatly benefitted by a good education. Benefitted in mind and character, made a better, higher, nobler man than he would otherwise be; made capable of taking broader, deeper, sounder views of all matters brought to his attention. And further, that whatever vocation he may have in life, whether that of law, medicine, scientific pursuits, agriculture, stock-breeding, or even the herding of cattle, he will be the better man for the work if well educated and able to bring a well trained mind to bear upon his life-calling. It is mind, thought, mental and moral force which move and control the human race; and the more possessed by any man, and the better trained for action they are, the greater must be the possessor and his achievements. And he is an unwise, profligate youth who, feeling within him a yearning of the spirit for the pleasures and powers of a higher mental life and nobler field of action, puts aside in thoughtlessness or disdain the opportunities for mental and moral growth so freely afforded.

The observing, thoughtful teacher in many a little country school cannot fail to notice the deep, clear eyes and eager mind of many a boy or girl whose whole life and love turn to learning, and evidently whose mission in the world can be best and most completely fulfilled only after a thorough education shall have brought his brain force to its broadest, deepest and most powerful development.

Such children, in particular, should be the perpetual wards of their teachers, to be led forward tenderly and carefully in the higher paths of learning toward the University.

The world of thought cannot afford to lose them; and they, in their maturer years, will lift up their voices and bless, from the depths of their hearts, their former guides, who encouraged and kept them in the road which leads onward and upward.

"RELATION OF THE HIGH-SCHOOLS TO THE UNIVERSITY."

Read Before the State Educational Convention, Sept. 22d, 1876, by John Le Conte.

In the brief paper which I propose submitting to your consideration, all allusion to the question of the Right or Expediency of the State undertaking the conduct of the Higher Education is discarded. In California it is no longer a question—it is an accomplished fact. The State has organized a scheme of *Free Education* from the Primary Schools, through the Grammar Schools and the High-Schools, up to the University. We have, therefore, to accept the scheme as a *fact;* and the only question with us is, how can it be most efficiently carried out?

The High-Schools are intended to supply the double function, *first*, of supplementing the work of the Grammar Schools, and, *second*, of preparing students for the *higher culture* of the University. Restricting myself to the *second head:* it is evidently essential that the course of preparation in the High Schools should be properly co-ordinated with the terms of admission into the University.

Without further preliminary remarks, I beg leave to submit for your consideration in what respect and to what extent the High Schools might aid the efficiency of the University as a means of higher culture as well as of greater proficiency in technical educatien. The need of more *time* to be devoted to the *higher branches* in the University course, is every year becoming more and more urgent: Indeed, it is now pressing upon us with fearful reality. The demand may be

met in one of two ways: 1st. By prolonging the course in the University from 4 years, say, to 5 or 6 years; and, 2nd. By delegating more of the Elementary Instruction to the High Schools.

Under existing circumstances, it seems to me that the *second* is the only feasible method of meeting the difficulty. Nearly all the elementary branches which now occupy the *first year* of the University course might be transferred to the High Schools; thus adding nearly a *whole year* for the higher studies of the University. And it seems to me that, under the guidance of competent instructors, these elementary branches could be *better* taught in the High Schools than in the University; because, 1st, more time could be devoted to them; and, 2nd, the *methods* of instruction in these branches are more in consonance with the general style of teaching in the former than in the latter.

To be more specific: It seems to me that the elementary Mathematics and all the elementary English branches might, with propriety, be delegated to the High Schools. In the Mathematics this would include the whole of Algebra and the whole of Geometry, both Plane and Solid. The elementary English branches might include, 1st. What may be termed *practical rhetoric* as modernly understood, for example, of the scope of Hart's larger work and that of Bain, rather than Whately. 2nd. Historical sketch of the English language —its component parts—its structure, as in Word-Analysis, ect. 3rd. A *beginning* of the study of English literature—that is, some acquaintance with our best writers. 4th. Some practice in the art of *speaking*; and 5th. Training in the art of *expression of ideas*, or Composition.

The delegation of these studies to the High Schools implies, of course, a corresponding *elevation* of the standard of

admission to the University. I am aware that it would not be expedient to do this unless the High Schools are fully prepared to impart the most thorough instruction in them. Under our present standard of admission, the want of a thorough preparation in the elementary branches of knowledge is one of the most serious impediments to the successful progress of students in the University. This is true in relation the elementary mathematics; and the difficulty is still more embarrassing in regard to the elementary English branches. such as Reading, Writing and Grammar. But it is time that steps should be taken to initiate some improvement in this direction. It may not be practicable to inaugurate at once the proposed scheme in all its completeness; for I am aware that it will be difficult, if not impossible, for the country schools to prepare students for the higher standard which is demanded. Nevertheless, if any progress is ever to be realized, a *beginning must be made*, and we look to the High Schools as the proper channels through which the advanced steps are to be taken. The change will require time. Progressive evolution in educational matters must necessarily be *slow;* nothing can be accomplished by paroxysmal efforts; persistent action, towards a recognized well-defined end, is alone effective. If every year some portion of these elementary branches could be delegated to the High Schools, the difficulties would gradually be removed, and a higher standard of education would eventually be established throughout the State.

It is exceedingly desirable that *all* students, both literary and scientific, should, before entering the University, have some knowledge of Latin and of one or more of the Modern Languages; and it is no less a *desideratum* that they should know enough of elementary Physics, Chemistry and

Natural History to render them familiar with the *terms* and some of the fundamental *facts* of these sciences. But the acquirements and the costly appliances required for imparting accurate and efficient instruction in these branches induce me to forbear pressing this point under existing circumstances. Many years must elapse before many of our schools would be prepared to undertake this work.

We must look facts squarely in the face. It is unquestionably true that we are far behind the nations of Europe in the *extent* and *thoroughness* of the preparation required for the higher courses of the University. Let us not deceive ourselves with the fatal delusion that the scheme of education in our country has already attained the culmination of excellence. Rather let us recognize and acknowledge the fact that Europe is far in advance of us in all that appertains to higher education; and, moreover, that unless we are able to place ourselves abreast of the most advanced nations, we shall most assuredly be outstripped in the race of civilization.

A recent report on the schools of Holland puts us in possession of some interesting facts bearing upon the point under consideration. In Holland there are *three* degrees of education—viz: Primary, Middle and Superior. The Primary embraces all schools intended for children from 6 to 12 years of age. The Superior includes the Gymnasia and Universities, where the study of the ancient languages occupies the first place. All Schools and Academies not included in the one or the other of these categories constitute the Middle Class education. These Middle Class schools in Holland correspondend in scope with what is desirable in the High Schools in this State.

In 1862, Mr. Thorbecke, the Minister of the Interior,

presented a bill which was passed into a law at the beginning of 1863, the object of which was to insure a suitable education to young people who are not obliged to learn business before the age of from 14 to 17 years, and for whom a deeper and wider instruction is necessary than that which can be obtained in the Primary schools.

Setting out from the principle that youths who quit the Primary Schools may be divided into two classes—viz: those who are able to devote only *two years*, and those who can afford to give *five years* to further study, it was decided that there should be *two kinds* of Middle Class Schools, the one to have a *two* years course, and the other a course of *five* years. The former were designated the Lower Middle Class, and the latter the Upper Middle Class Schools.

The Higher Schools are naturally those from which the most important results are to be expected. In these schools the studies are—Elements of Mathematics, Mechanics, Physics, Chemistry, Natural History, Geography, History and the Dutch language; and in addition, Drawing, Gymnastics, and some idea of Political Economy; and then come *three* Foreign Languages—French, German and English.

The success of these Higher Schools has been astonishing—far surpassing all expectations. The State is obliged to maintain only *five* of these higher schools, and yet, at the present time, there is no town in Holland having a population of above 15,000 which has not its higher school in operation. These schools are not entirely free. The State provides a subsidy of about one-third of the annual expense; a school fee of about $25 a year for each pupil furnishes another third, and the town makes up the balance, or remaining third.

The Town Councils appoint the teachers from among

those who have certificates of having passed the examinations required by the law. But the bearers of certain Academic degrees are exempted from these examinations. Hence, for the mathematical and physical sciences the greater part of the candidates are former students of the Universities. These are generally young doctors of science who have taken a high place.

After an experience of 13 years, the complete success of these schools in Holland is universally acknowledged. Nevertheless, they have been the object of much adverse criticism. (1.) It has been objected that, "it is a mistake to found a system of education which has not Greek and Latin as its basis." To this it is replied, "that these schools are not intended to produce scholars, orators, and statesmen. For these, there are the Gymnasium and the University. Moreover, it has never been proved that the profound study of a modern foreign language cannot, as gymnastics, take the place of the study of a dead language. Besides, the Greeks, who are represented as having left us models of literature and philosophy, never studied a dead language."

(2.) It is objected that the programme is *overloaded:* too many things are taught. This objection might have been urged in 1862 and 1863; but now the experience of 13 years has demonstrated its futility. The merchants of Holland formerly maintained that a man of business has nothing to do with science, that it was rather an embarrassment than otherwise. They *now* receive with open arms any young man having no other recommendation than that of having studied in one of the Middle Class Schools. Moreover, they say that at the end of five or six weeks the new comer is more

useful to them than the majority of their old *employes* grown gray in harness.

And, finally, many pupils of these schools having acquired a taste for the mathematical and physical sciences, who have entered the Universities, frequently surpass those who come from the Gymnasia.

It is candidly admitted that while the success of these schools has been complete, yet that experience has shown that there is much room for improvement. Thus, it would be much better if the course of study in them could be prolonged to six years instead of five. But it has not been found practicable, as yet, to bring about this reform.

Such is a brief abstract of the scheme which has been adopted in Holland, and of the results which have actually been secured in furnishing the middle classes of society with an education adapted to the wants of an advancing civilization. The lesson which it furnishes is instructive to us, and should not be lost. The success has obviously been due to *two* circumstances—viz: 1st. The organization of a scheme which—without disturbing old-established educational institutions—met a demand of modern civilization; and 2d. The employment of thoroughly competent instructors. The importance of this second circumstance—the securing of competent teachers—in the successful operation of such a scheme, cannot be over-estimated. Indeed, in the absence of it, every similar project must necessarily fail. It will be noticed that the elements of science constitute a distinguishing feature in the programme of studies in these schools. It can hardly be denied that the *methods* of instruction in the elementary branches of science have not, as yet, been organized into a definite and recognized system, such as has long been established in relation to the classical

studies. Hence, very few teachers are familiar with the methods of teaching science, and are frequently dismayed at the very idea of having such a task imposed upon them. In England, no less than in the United States, this will long continue to be a most serious difficulty in the way of the successful teaching of physical science in the higher schools. The sagacious Hollanders seem to have overcome the difficulty by securing the services of the young doctors in science who have distinguished themselves at the Universities.

These Higher Schools in Holland are analogous to our High Schools in one important particular—viz: That they are not intended to be the feeders of the Universities. On the contrary, most of the pupils never expect to enter the Universities. Nevertheless, as the system is perfected, the tendency will naturally be that a larger number of the pupils will seek to master the higher studies of the University. It is, therefore, evident that, except for the students in the classics, these High Schools are destined to constitute an important item in furnishing students for the Universities.

In our State the High Schools should occupy a similar position. Indeed, they should hold a closer and more intimate relation to the University, from the fact that we have no recognized "feeders" of the University corresponding to the time-honored Gymnasia of Europe.

The organization of our University recognizes an aggregation of distinct Colleges; consisting of a College of Letters and several Colleges of Science. Hence, the terms of admission cannot be identical. Moreover, under existing conditions, the time devoted to the preparation of students for entering the classical College must be far greater than that required for those entering either of the Colleges of Science.

This inequality is unavoidable. The student who aspires to be an accomplished scholar must expect to devote a larger share of time to the ground-work of preparation than the student who prepares for a technical education. Both classes of students should take rank as intelligent and educated citizens, and be able to express their thoughts with clearness and perspicuity; but the scholar is supposed to have gone deeper into the philosophy of literature. Doubtless, if the teaching of the elements of science could be delegated to the Schools, the time devoted to preparation would be more nearly equalized. But it is very questionable whether in this age, and in this country, any Procrustean system is practicable, or would be tolerated any length of time if it were inaugurated.

With us, *freedom* of study, of thought, and of life, should be the first principle; and the highest possible opportunities of learning should be joined to it. Let the University be a great centre of intellectual activity; and let it educate by *stimulating* and then *teaching*—not by imposing *tasks*. The idea of founding such an Institution amidst the magnificent nature of this Western coast, on the margin of the mysterious Pacific, and out of the reach of the old and obstinate conservatism of the East, is, in itself, inspiring.

But, on the other hand, we must not forget that, from its very nature, the growth of such an Institution must be *slow;* it must, to a great extent, first *create* the very want which it is intended to meet. It will require time and culture—and that culture the University must itself mainly supply—to enable our people to appreciate the broad views and lofty aims of its founders, in providing an Institution which is to furnish, not *amusement* to the multitude, but, within its prescribed sphere, the *best nutriment* to the *best minds* of the community.

A PLAN OF RECITATION FOR THE HISTORY CLASS.

The following is a method which I have adopted and have been using for some time. I have never seen it used by any other teacher, although it is probably not new to some. There is one great advantage in it, viz., each pupil is required to answer every question, and the teacher can see at a glance just how much each one knows about the lesson.

I have the class read the lesson first as a reading exercise. Then they take their slates, with their names written at the top, and I give out about ten questions, orally, the answers to be written by the whole class, on their slates. The teacher should not use the "ready-made" questions in the history, but make up the questions himself, as the pupils would soon find it out and study to answer the questions without knowing what the lesson was about.

As soon as they have finished answering the last question they exchange slates. I then give out the first question and have one of the class read the answer that is on the slate which he may have; by a show of hands I ascertain how many have answered the question in the same way, and if the answer be correct it is marked perfect; if not, according to its merits. There will probably be several different answers to the same question, and when one answer is disposed of I have some one read the answer on the slate he has, and credit as it deserves. In this manner I go over all the questions, having each one credited, and after the last all the credits are added together and the percentage given of each

number of the class. I have a certain per cent. that the pupils are required to attain, and it is very seldom that any of them fall below the minimum.

The above method may also be employed to an advantage in recitations in practical geography.

W. T. BALDWIN.

Dobbins' Ranch, Sep., 1885.

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: You ask my opinion on the following questions, to wit:

1st. "Is the examination and graduation of pupils from the public schools one of the duties of the County Board of Education?"

Answer. I think it is. In the seventh subdivision of Section 1791 of the Political Code the law says: "Diplomas "shall be issued only to pupils who have passed an exami- "nation prescribed by the County Board of Education. "Such diplomas shall be signed by the President and Secre- "tary of the County Board and the Principal of the School." Again, in subdivision 6 of Section 1663, the law says: "It "(the County Board of Education) shall also provide for con- "ferring diplomas, at the end of the course of study, in the "grammar grade, and in the grammar school course, for "those who satisfactorily pass the required examination."

Here the examination is prescribed and prepared in detail by the County Board; and they can know when it has been "satisfactorily" passed only by making the examination through committees of their own members, or else through agents in whom they repose confidence. The President and Secretary are required to sign the diplomas; and when they do so they certify to a fact—that is, that the ex-

amination has been "satisfactorily passed" by the pupil whose name is on the diploma; and this they cannot do unless satisfied as above stated. And it may happen that no agent can be found entirely satisfactory to the Board at certain schools. And even when there can be such agent found, it will prove of eminent advantage to the schools to have such examination made by members of the Board as often as practicable, and to have it known that *all* examinations are liable to be so made.

2nd. "Have members of the Board of Education a legal claim for a reasonable compensation for such services?"

Answer. It is my opinion that they have, under the law as above cited. This compensation is for services incidental to the discharge of the duties of the Board.

And last. "Must the examination of pupils for graduation be held at the County seat?"

Answer. No. There is no law requiring it, and it would be impracticable. The meetings of the Board must be held there; but committees may be sent where necessary.

The Attorney-General is not here. If you wish to get his opinion, apply direct.

DEAR SIR: In answer to your letter of the 4th ult., I beg leave to say that by Section 6 of Article IX of the State Constitution a High School may be established by the Legislature or by *municipal* or by *district* authority. And, as you say, the County Board of Education, under Section 1666 Political Code, has power to authorize additional studies, provided they do not interfere with those prescribed by Section 1665. But the expense of teaching such additional studies must not be borne by the apportionment from the *State* School money.

DEAR SIR: I have just received your letter of the 11th ult. It has been greatly delayed.

You ask my decision in the case of the young lady who reached 18 years of age subsequent to the examination. I do not think that I have any right to make a decision, or to interfere in any way. The highest law of the State—the Constitution—puts the matter of examining teachers and granting certificates in the discretion of the County Superintendents and County Boards of Education. This discretion must, of course, be a *legal* discretion, as in the case of all officers and Boards; and as long as they do not contravene the law nor are guilty of manifest and gross injustice, their decision must stand as final.

DEAR SIR: You ask me if a contract is void wherein a Trustee represented an Insurance Company and was the agent of the company in procuring from the Board of Trustees an application for a policy on the school house in their charge? I think the contract is unlawful and void. The Trustees are peremptorily forbidden to make such a contract by Section 1876 Political Code.

You further ask whether in case of a fire under such a policy the Insurance Company could evade payment? I think not. I think that the Courts would hold that they could not take advantage of their wrong to escape payment.

DEAR SIR: The duty of issuing temporary certificates is on the order of the Board of Education; and in my opinion the Board may make the order absolute or conditional, as they may deem best. If conditional, the Superintendent may act under the conditions prescribed by the Board.

DEAR SIR: In answer to your question of the 22d August, I beg leave to say: The organization of the Teachers' Institute is in the discretion of the County Superintendents. Generally they consult some or all of the teachers; but I do not know that they are bound so to do.

Superintendents often have not funds sufficient to employ lecturers or conductors outside the county; and frequently, when they have sufficient money, they cannot secure lecturers, etc.

The law makes it the duty of every teacher to attend. If they object to the Superintendent's work of organizing and conducting the Institute, they may make respectful representations of their objections, and if they fail to convince him, they should acquiesce cheerfully and co-operate heartily, as the law expects.

HENRY B. NORTON.

[The following notice has been generally circulated by the Principal of the State Normal School. Henry B. Norton was an able man, and the cause of education in California has lost in his death one of its most prominent and successful advocates. We heartily commend all that follows to every true friend of education, with the hope that the appeal may meet a cordial and substantial response.—ED. TEACHER.]

STATE NORMAL SCHOOL,
SAN JOSE, Cal., September, 1885.

On or about December 26, 1885, there will be issued a Memorial Pamphlet, containing the following matter:

1. A portrait of the late Professor Henry B. Norton.
2. The memorial services held in the Normal School Building, San Jose, including a biographical sketch.
3. Extracts from the memorial services held at Gilroy, at Emporia, Kansas, and at the Chatauqua Assembly, Monterey.
4. Services at his burial on the Santa Cruz Mountains.
5. Resolutions of various bodies.
6. Extracts from press notices.
7. Extracts from letters.

This will constitute a pamphlet of about one hundred pages.

There has been an almost universal desire expressed by fellow-teachers, pupils, and other friends of Professor Norton, to do something in the way of indicating their appreciation of his beneficent work. A costly monument has been suggested; but in his will he expresses in very strong lan-

in San Jose, in December, and those who can at that time take or send their copies may add to the fund by saving to it the cost of delivery.

That we may know how large an edition should be published, it is requested that the accompanying order-sheet be filled and returned *as soon as possible.*

CHAS. H. ALLEN,
Principal Cal. State Normal School.

various Agricultural staples, of every State, Territory and County in the United States, and of each of the Canadian Provinces.

It enumerates the leading Manufactures of each State and County, and also gives the numuer of manufacturing establishments, the amount of capital invested, the number of hands employed, and the value of annual products in each State, Territory and County, compiled from the Report of the United States Census of 1880.

In it is given the Population of every State, Territory, County and County-seat; of all the large Cities and Towns, and of almost every place in which a newspaper is published; also the Colored population, by Counties, in the Southern and Southwestern States, and the Chinese population on the Pacific Slope.

It also gives the Political Majority of every State, Territory and County, and the number of Votes polled by the Greenback and Prohibition parties at the Presidential election of 1884.

It tells how many Counties there are in each State; in how many of these Newspapers are published; in how many towns of each State papers exist, and how many of these towns are County-seats.

It has a list of the Cities, Towns and Villages of the United States having a population of five thousand and upward, arranged in alphabetical order.

It is unequalled for fullness, correctness, compactness of statement, variety and value of contents, and freedom from favoritsm or prejudice.

Price, $3.00, carriage paid. Philadelphia, Pa.

"THE WIT OF WOMEN."—The New York "Commercial Advertiser," in speaking of Miss Kate Sanborn's new book, says:

Miss Kate Sanborn, the well-known lecturer and author, who recently received from Mr. Gordon W. Burnham a legacy of $50,000, and who was engaged to be married to that gentleman at the time of his death, has written a decidedly interesting book, entitled, "Wit of Women," and soon to be published by Messrs. Funk & Wagnalls.

Miss Sanborn evidently intended to go over her ground very thoroughly. Her preface or introduction will please those who, with Shakspeare, believe that "brevity is the soul of wit." It is as follows:

"It is refreshing to find an unworked field all ready for harvesting. While the wit of men as a subject for admiration and discussion is worn threadbare, the wit of women has been almost utterly ignored and unrecognized. With the joy and honest pride of a discoverer I present the result of a summer's gleanings, and I feel a cheerful and Col. Sellers-y confidence in the success of the book; for every woman will want to own it as a matter of pride and interest, and many men will buy it just to see what women think they can do in this line. In fact, I expect a call for a second edition.

"KATE SANBORN.

"Hanover, N. H., August, 1885."

A short introductory *proem* is also given, beginning:

We are coming to the rescue
Just a hundred strong,
With fun and pun and epigram
And laughter, wit and song.

With badinage and repartee,
And humor gained or told,
And stories that are stories
Not several æons old.

With parody and nondescript,
Burlesque and satire keen,
And irony and playful jest,
So that it may be seen

That women are not quite so dull.
We come—a merry throng;
Yes, we're coming to the rescue,
And just a hundred strong.

KATE SANBORN.

The author's object was to make a compilation of all that she could recollect or gather of the witty sayings and writings of women. Miss Sanborn's estimate of other women-writers will be of interest to many. Of one she says: "Grace Greenwood has probably made more puns in print than any other woman, and her conversation is full of them. It was Grace Greenwood who, at a Boston tea-drinking party, was begged to tell one more story, but excused herself in this way: 'I cannot get more than one story high on a cup of tea!' When the question was brought up at the same party whether better speeches would be made after simple tea and toast, or after champagne and oyters, Miss May Wadsworth replied that it would depend on whether the oysters were cooked or raw. And seeing all look blank she explained: 'Because if raw we should be sure to have a raw-oystering time.'"

Miss Sanborn thinks that Miss Louisa M. Alcott's puns deserve "honorable mention," and quotes one: "If steamers are named the Asia, the Russia and the Scotia, why not one the Nausea?"

The author continues:

"In reviewing the *bon mots* of Stella, whom Swift pronounced the most witty woman he had ever known, it seems that we are improving. I will give but two of her sayings, which were so carefully preserved by her friend. When she

was so extremely ill that her physician said: 'Madam, you are near the bottom of the hill, but we will endeavor to get you up again,' she answered: 'I shall be out of breath before I get to the top.' After she had been eating some sweet thing, a little of it happened to stick to her lips. A gentleman told her of it, and offered to lick it off. 'No, sir, I thank you; I have a tongue of my own.''

Miss Sanborn thinks these witticisms are not to be compared with the wit of George Eliot or the irony of Miss Phelps. She believes that there is a gratifying progress in the quality of the humor of the lands, as seen in studying their literary annals.

"Think of Anne Bradstreet, Mercy Warren and Tabitha Tenny, all extolled to the skies by their contemporaries. Mercy Warren was a satirist, quite in the strain of Juvenal, but in a cumbrous, artificial fashion.

"Miss Sedgwick in her letters occasionally showed a keen sense of humor, as when speaking of a certain novel she said: 'There is too much force for the subject. It is as if a railroad should be built and a locomotive started to transport skeletons and one bird of paradise.' "

Of Phœbe Cary she says: "Her most brilliant sallies were perfectly unpremeditated, and by herself never repeated or remembered. When she was in her best moods they came like flashes of heat lightning, like a rush of meteors, so suddenly and constantly you were dazzled while you were delighted, and afterward found it difficult to single out any distinct flash or separate meteor from the multitude. The most wonderful of her gifts can only be represented by a few stray sentences gleaned here and there from the faithful memories of loving friends.

"One tells how at a little party where fun rose to a great height, a quiet person was suddenly attacked by a gay lady with the question: 'Why don't you laugh? You sit there just like a post.' 'There! she called you a post; why don't you rail at her?' was Phœbe's quiet exclamation.

"'On one occasion Phœbe was at the museum looking at the curiosities,' says Mr. Barnum. 'I preceded her, and had passed down a couple of steps. She, intently watching a big anaconda in a case at the top of the stairs, walked off, not noticing them, and fell. I was just in time to catch her in my arms and save her from a good bruising. 'I am more lucky than that first woman, who fell through the influence of the serpent,' said Phœbe, as she recovered herself."

To be published in September. Price, $1.50.

THE SONG BUDGET.—A collection of Songs and Music for schools and educational gatherings. Compiled by E. V. DeGaff, A.M. 4to, pp. 76. Syracuse, N. Y.; C. W. Bardeen. 15 cts.

A hundred thousand copies is a good many and indicates a wide and lasting popularity. For the third time entirely new plates have been provided, and this little favorite is now as handsome in form as it has always been found attractive in matter. Its large sale is partly due to its use in institutes, where its cheapness and the familiar character of the music make it particularly available.

The American nation has a double birthright—liberty and land. Its liberty it has guarded jealously, but until very recent years it seems to have been indifferent to the loss of its landed estate and ignorant of the methods by

which it has been diminished. A veteran legislator, the Hon. George W. Julian, who has given special attention to the acts disposing of our public lands, tells the story in brief in a contribution to the "North American Review" for August. In the same number five medical authorities discuss the question, "Can Cholera be Averted?" together with several other interesting articles.

"STUDENTS' SONGS."—Moses King, while a student at Harvard College, earned his entire college expense of about a thousand dollars a year by making books, such as "Harvard and its Surroundings," "King's Hand-book of Boston," "The Harvard Register," etc., and since graduation, a few, years ago, he has published many successful books; among them "Students' Songs," which has had the most remarkable sale ever known for a book of its class. Over 40,000 copies of this "Students' Songs" have already been made and the demand is said to be as active as ever. The probable cause of this success is the fact that prior to the publication of "Students' Songs" there was no book containing songs and music that have sprung up and become popular within college walls during the past ten years. The songs have been heard and heartily enjoyed by thousands of people at glee clubs, concerts, college festivities, college societies, in home circles and social gatherings. They have a peculiar broeziness and mirth-making capacity that make them enjoyable on all enjoyable occasions. The book itself is also a cause of its success. It is handsomely printed, and contains sixty songs, with their music, nearly all of which

are copyrighted, and to be found in no other collection. It is a surprise to find so choice a collection of new and copyrighted jolly songs and music, selling for only fifty cents. Like almost-all successes, it has its imitations, and some are rather deceptive in their make-up. Already several so-called collections of student or lollege songs are in the market, but the genuine and original book of "Students' Songs," the only one that has been noteworthily successful, is edited and compiled by Wm. H. Hills, a young Harvard graduate, and published by Moses King, at Harvard Square, in Cambridge, Mass.

The following books are now in press, published by Funk & Wagnalls, 12 Dey street, New York:

I. "The People's Bible." By Joseph Parker, D.D., London. A very elaborate and important work, being a series of expositions of such portions of Scripture, beginning with Genesis, as are of obvious and immedinte importance to a growth of Divine wisdom. To be completed in 25 vols., each $1.50. Vols. I.–II. now in press. Funk & Wagnalls are the authorized publishers for America.

II. "Sweet Cicely." A novel. By "Josiah Allen's Wife" (Marietta Holly). This is a continuation of the famous Josiah Allen's Wife's series. A literary gentleman who has carefully examined the story in manuscript says:

"In my judgment this novel will prove the 'Uncle Tom's Cabin' of the temperance reform." 12mo, cloth, $2.00.

III. "Sermons in Song." A volume of sermons. By Rev. Charles F. Robinson, D.D., author of "Spiritual Songs for the Sanctuary," etc. 12mo, cloth, $1.25.

IV. "The Pastor's Hand-Book." A manual for use of Ministers, containing forms, usages, and helpful data and tables, for ready reference. New edition. By W. W. Everts, D.D. 12mo, leatherette, $1.00.

V. "Society; its Peculiarities, Practices, and Problems." A series of Discourses on social topics. By Geo. C. Lorimer, D.D. 12mo, cloth, $1.00.

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3. He must have attended at least one Course of Practical Anatomy in the dissecting room, and present evidence of having dissected the entire subject.

4. He must write a Medical Thesis, and submit the same to the Faculty on or before the 1st of October.

5. He must have passed successfully the examinations required by the Faculty, and have paid all fees due the College.

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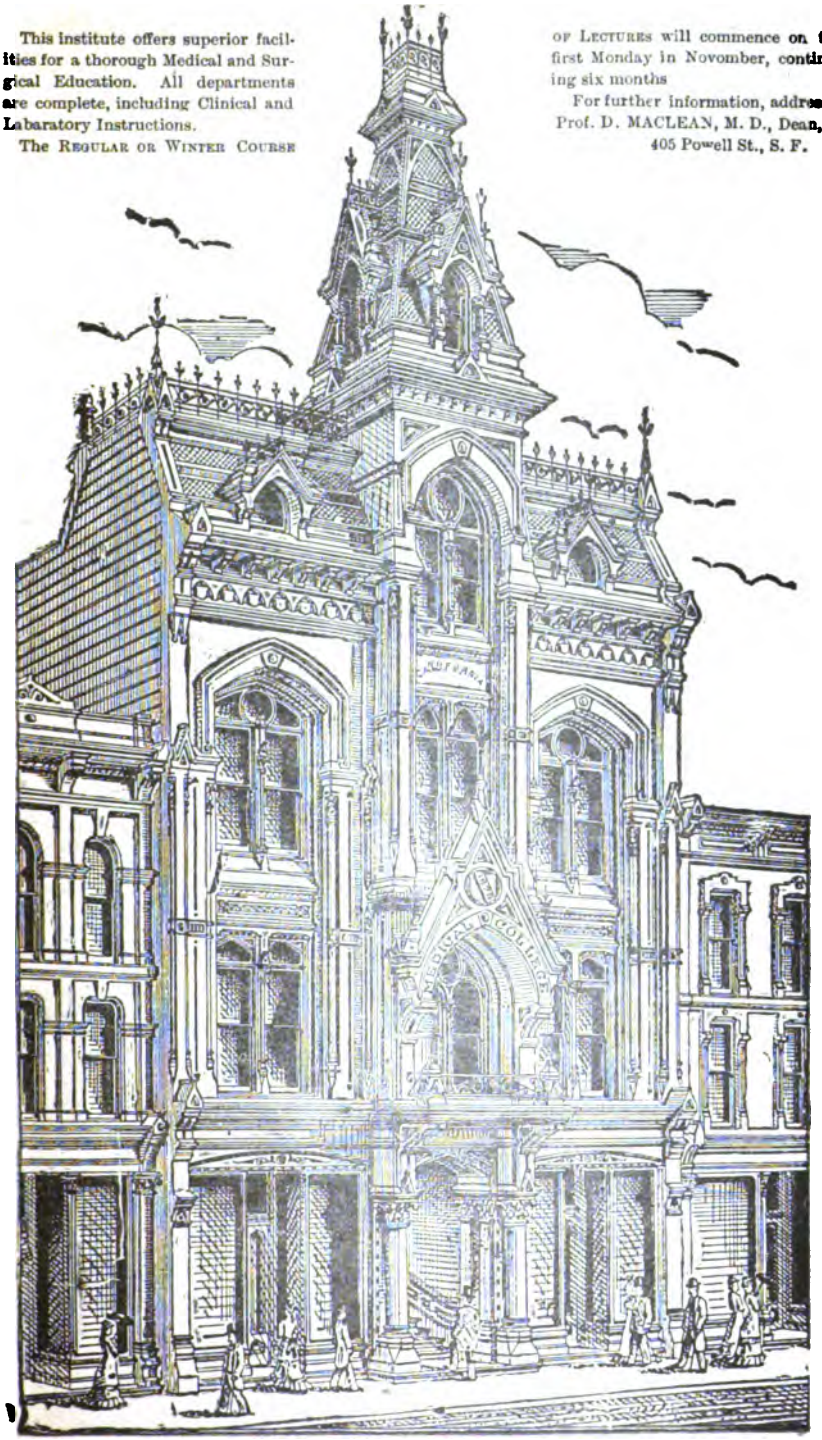

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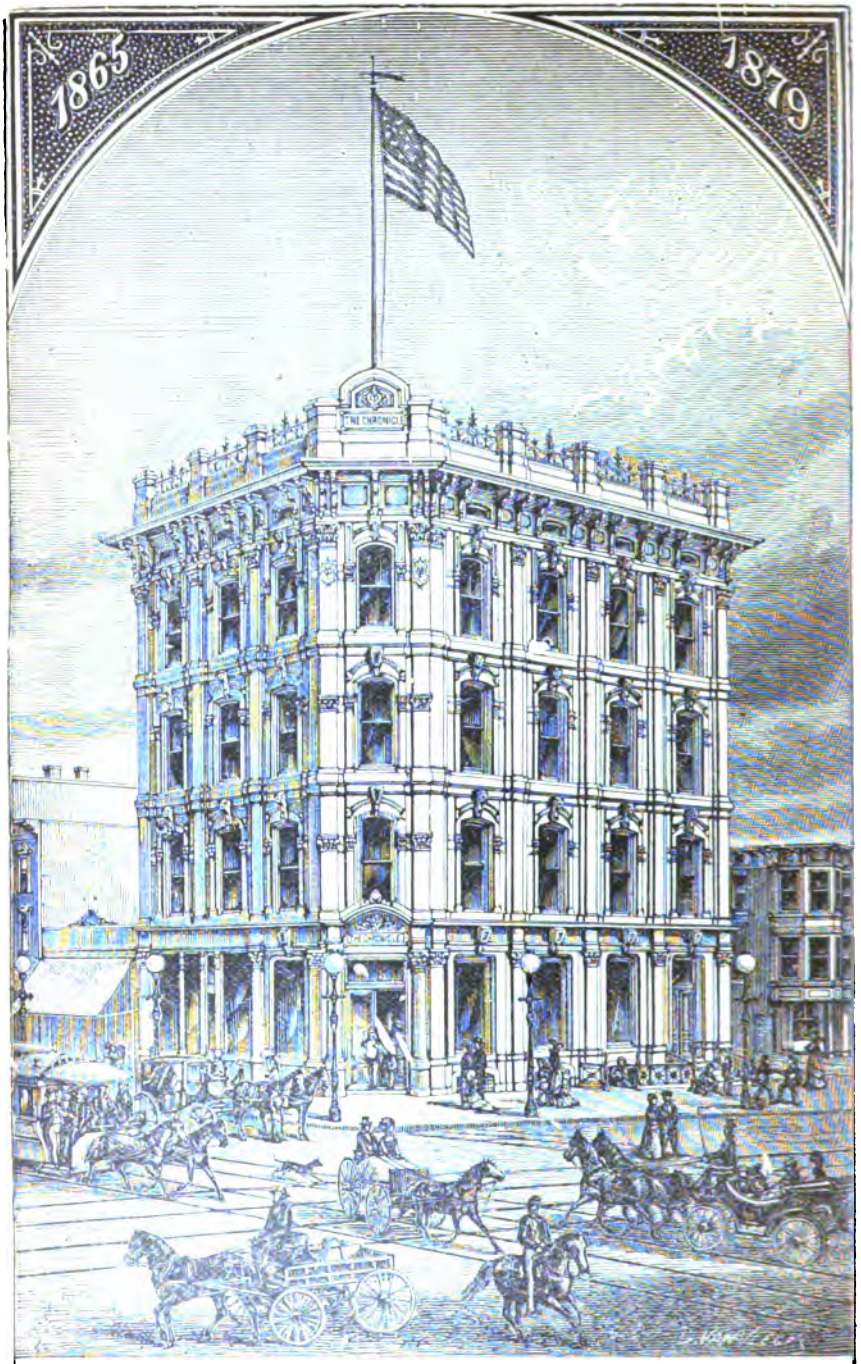

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MINING IN CALIFORNIA.

BY JOHN S. HITTELL.

HYDRAULIC MINING.—After the board-sluice, with its various adjuncts of riffle-bars, stone bottoms, copper plates, and so forth, the next instrument of importance in the gold-mining of California is the hydraulic hose, used to let water down from a considerable height, and throw it under the pressure of its own weight against the pay-dirt, which is thus torn down, broken up, dissolved, and carried into the sluice below. The sluice is a necessary part of hydraulic mining. The hose is used, not to wash the dirt, but to save digging with shovels, and to carry it to the sluice.

The hydraulic process is applied only in claims where the dirt is deep and where the water is abundant. If the dirt were shallow in the claim and its vicinity, the necessary head of water could not be obtained. Hydraulic claims are usually in hills. The water is led along on the hill at a height varying from fifty to two hundred feet above the bed-rock, to the claim at the end or side of the hill, where the water, playing against the dirt, soon cuts a large hole, with perpendicular, or at least steep banks. At the top of the bank is a little reservoir, containing perhaps not more than a hundred gallons, into which the water runs constantly, and from which the hose extends down to the bottom of the claim. The hose is of heavy duck, sometimes double, sewn by machine. This hose when full is from four to ten inches in diameter, and will bear a perpendicular column of water fifty feet high; but a greater height will burst it. Now, as the force of the stream increases with the height of the water, it is a matter of great importance to have the hose as strong as possible; and for this purpose, in some claims, it is surrounded by iron bands, which are about two inches wide, and are connected by four ropes which run perpendicularly down. The rings are about three inches apart. The "crinoline hose," thus made, is very flexible, and will support a column of water one hundred and fifty or two hundred feet high. The pipe at the end of the hose is like the pipe of a fire-engine hose, though usually larger. Sometimes the pipe will be eight inches in diameter where it connects with the hose, and not more than two inches at the mouth; and the force with which the stream rushes from it is so great that it will kill a man instantaneously, and tear down a hill more rapidly than could a hundred men with shovels.

One or two men are required to hold the pipe. They usually turn the stream upon the bank near its bottom until a large mass of dirt tumbles down, and then they wash this all away into the sluice; when they commence at the bottom of the bank again, and so on. If the bank is one hundred and fifty feet high, the mass of earth that tumbles down is of course immense, and the pipemen must stand far off, for fear that they will be caught in the avalanche. Such accidents are of daily occurrence, and the deaths from this cause probably are not less than threescore every year in the State. Often legs are broken; still more frequently the pipemen have warning, and escape in time. When men are buried in the falling dirt, the water is used to wash them out. In some claims the pipe will tear down more dirt than the sluice can wash; in other claims the sluice always demands more dirt than the pipe can bring down. In the latter case, blasting may be used to loosen the dirt, or the miners may undermine the bank, leaving a few columns of dirt for support; and then these being washed away by the pipe, the whole bank comes tumbling down.

In hydraulic claims, all the dirt is washed; in all other kinds of claims such dirt as contains no gold is thrown to one side, or "stripped off." "Hydraulic mining" is the highest branch of placer mining; it washes more dirt, and requires more water and a larger sluice than any other kind of mining. The number of men employed in a hydraulic claim, however, is usually small, from three to six, the water doing nearly all the work. In some claims a man is constantly employed with a heavy sledge-hammer in breaking up large stones, so that the pieces may be sent down the sluice. One man attends to the sluice, and sees that the dirt does not choke up in the sluice, or in the claim above it.

The quantity of dirt that can be washed with a hydraulic pipe depends upon various circumstances—such as the supply of water, the height of its fall, the toughness of the dirt, and the amount of moisture in it. More can be washed in winter than in summer, because the dirt is then moister, and requires less water to loosen and dissolve it. The quantity of water used in a hydraulic claim is from forty to two hundred inches. With one hundred inches at least thirty cubic yards can be washed in ten hours, on an average; and three men can do all the work. If there were a cent's worth of gold in each cubic foot, the thirty cubic yards would yield eight dollars and ten cents per day, or two dollars and seventy cents to the man, exclusive of the cost of water. But, as a matter of fact, nearly all the hydraulic claims pay more than that, and they will average at least three cents to the cubic foot, and many of them yield five cents. The water usually costs twenty cents an inch per day, so that one hundred inches would cost twenty dollars. Allowing for the water at that rate, a claim in which thirty cubic yards could be washed in a day with one hundred inches of water, and in which the dirt contained five cents to the cubic foot, would leave a net pay of six dollars and sixty-six cents to each man per day.

One hydraulic company, of whose labors I have a note, washed 224,000 cubic feet of dirt in six days, using two hundred inches of water, and employing ten men. The wages of the men amounted, at four dollars per day each, to two hundred and forty dollars; the water cost three hundred dollars; and the waste of quicksilver, and the wear of sluice, perhaps one hundred dollars more, making a total expenditure of six hundred and forty dollars; and the gold obtained was three thousand dollars, leaving a clear profit of twenty-

three hundred and fifty dollars. The dirt contained one cent and a fifth of gold to a cubic foot. The greater the amount of water used, the greater the proportionate amount of dirt that can be washed, and the greater the proportionate profits. It is far more profitable to have a large sluice than a little one, if the water and dirt can be obtained in abundance.

Usually, in a hydraulic claim, the dirt is washed down to the bed-rock; but in some places the washing stops far above the bed-rock, because there is no outlet for the water.

BLASTING.

In some hydraulic claims the dirt, in dry seasons, is blasted, so as to loosen it. A drift or hole is cut into the bottom of a hill one or two hundred feet high, and a number of kegs of powder (from twenty to two hundred) are introduced, and they are fired with a slow match. The explosion makes an earthquake in the vicinity; and the ground is loosened to such an extent that there is a great saving of labor. The breaking up of the dirt and the exposure to the air are supposed to facilitate the washing greatly.

More water is required for piping down banks than for washing the dirt; and often the sluice is almost idle for want of dirt, while the water, af ter being thrown against the hill side, runs away without doing any service at washing. Blasting, therefore, by loosening the earth, enables the hydraulic miner to have an abundant and regular supply of dirt in his sluice, at an expense much less than the cost of manual labor to dig the bank down with pick and shovel.

TAIL-SLUICE.

The tail-sluice is a large sluice made for rewashing the tailings or dirt which has previously passed through other

sluices. It is placed ordinarily in the bed of a ravine or creek through which tailings run, and it receives no attention for weeks or months at a time, save to keep it from choking. The sluices emptying into it furnish both dirt and water, and in the dirt there is always a large amount of fine gold, as is plainly proved by the fact that some of the tail-sluices have paid larger profits to their owners. Tail-sluices are always large, long, and paved with stones; and sometimes they are double, so that one side may be cleaned up while the other continues washing. In a branch of the Yuba there was at one time a tail-sluice twenty feet wide.

TUNNEL-SLUICE.

A tunnel-sluice is a sluice in a tunnel. It sometimes happens that a considerable body of water runs out through a tunnel; and in such a case, a sluice at the bottom of the tunnel offers the easiest method of getting out and washing the dirt. The tunnels are never cut level, but with a slightly-ascending grade, so that the water will always run out. The grade is so low that transverse riffle-bars must be used; for with longitudinal riffle-bars or stones, there would be too much danger of choking. These tunnel-sluices, because of their low grades, require much more attention than any other kind of sluices.

GROUND-SLUICE.

All the sluices hitherto mentioned and described have wooden boxes, but the ground-sluice has no box—the water runs on the ground. The place selected for the ground-sluice is some spot where there is a considerable supply of water, a deep descent for it, and much poor dirt. The stream is turned through a little ditch, which the miners labor to deepen and enlarge, and when it is deep they prize off the high banks so that the dirt may fall down into the ditch. This is

a very cheap and expeditious way of washing, but it is not applied extensively. It is used to the most advantage for washing where the water is abundant for only a few weeks after heavy rains, and where it would not pay to erect large sluices. A few cobble-stones should be left or thrown at intervals in the bed of the ground-sluice to arrest the gold, for if the bed were smooth clay, the precious metal might all be carried off. Quicksilver is not used in the ground-sluice. After the dirt has all been put through the ground-sluice it is cleaned up in a short board-sluice, or a tom.

LONG TOM.

The tom, or long tom, an instrument extensively used in the California mines in 1851 and 1852, but now rarely seen, is a wooden trough about twelve feet long, eighteen inches wide at the upper end, and widening at the lower to thirty inches, with sides eight inches high. It is used like a board-sluice, but has no riffle-bars, and at the lower end its bottom is of sheet-iron, perforated with holes half an inch in diameter. This sheet-iron is turned up at the lower end, so that the water never runs over there, but always drops down through the perforated sheet-iron, or riddle, into a little riffle-box, containing transverse riffle-bars. A stream of water of about ten inches makes a "tom-head"—or the amount considered necessary for a tom—through the tom, which has a grade similar to that of a board-sluice. The dirt is thrown in at the head of the tom, and a man is constantly employed in moving the dirt with a shovel, throwing back such pieces of clay as are not dissolved, to the head of the tom, and throwing out stones. From two to four men can work with a tom; but the amount of dirt that can be washed is not half that of a sluice. The tom may be used to advantage in diggings where the amount of pay-dirt is small and

the gold coarse. The riffle-box contains quicksilver, and as the dirt in it is kept loose by the water falling down on it from the riddle above, a large part of the gold is caught; but where the particles are fine, much must be lost.

CRADLE.

The rocker or cradle is still less than the tom and inferior in capacity. It bears some resemblance in shape and size to a child's cradle, and rests upon similar rockers. The cradle-box is about forty inches long, twenty wide and four high, and it stands with the upper end about two feet higher than the lower end, which is open so that the tailings can run out. On the upper end of the cradle-box stands a hopper or riddle-box twenty inches square with sides four inches high. The bottom of this riddle-box is of sheet-iron, perforated with holes half an inch in diameter. The riddle-box is not nailed to the cradle-box, but can be lifted off without difficulty. Under the riddle is an "apron" of wood or cloth, fastened to the sides of the cradle-box and sloping down to the upper end of it. Across the bottom of the cradle-box are two riffle-bars about an inch square, one in the middle, the other at the end of the box. The dirt is shovelled into the hopper, the "cradler" sits down beside his machine, and while with one hand with a ladle he pours water from a pool at his side upon the dirt, with the other he rocks the cradle. With the water and the motion the dirt is dissolved, and carried down through the riddle, falling upon the apron which carries it to the head of the cradle-box, whence it runs downward and out, leaving its gold, black sand and heavier particles of sand and gravel behind the riffle-bars. The man who rocks a cradle learns to appreciate the fact that the "golden sands" of California are not pure sand, but are often extremely tough clay, a hopperful

of which must be shaken about for ten minutes before it will dissolve under a constant pouring of water. Many large stones are found in the pay-dirt. Such as give an unpleasant shock to the cradle, as they roll from side to side of the riddle-box, are pitched out by hand, and after a glance to see that no gold sticks to their sides, are thrown away; but the smaller ones are left until the hopperful has been washed, so that nothing but clean stones remain in the riddle, and then the cradler rises from his seat, lifts up his hopper, and with a jerk throws all the stones out. The water and the rocking are both necessary. Without the water, the dirt could not be washed; and without the rocking, the dirt would dissolve very slowly, and the gold would most of it be lost. The rocking keeps the dirt in the bottom of the cradle more or less loose, so that the particles of gold can sink down into it, whereas if the cradle stood still the sand there would almost immediately pack down into a hard floor, over which the gold would run almost as readily as over a board. The whole business of washing with a cradle is a repetition of the process already described—some dirt, about one-third or one-fourth of what the hopper would hold, if full, is put into the hopper, and while the cradle is rocked with one hand, the other pours in the water. The cradle is cleaned up two or four times in a day. The cleaning up is done by lifting the hopper, taking out the apron, scraping up all the dirt in the bottom of the cradle with an iron spoon, putting it into a pan and washing out the dirt, so that only the gold will be left. This last process is called panning out, and will be described hereafter. Most of the gold collects above the upper riffle-bar, including all the larger lumps. If the apron be of rough woolen cloth, some of the fine gold will be caught there. In diggings where the gold is very fine, the hopper

is sometimes placed over the lower end of the cradle, and the apron is made twice as long, and with a lower inclination than in the more common form of the rocker. The water for the cradle should be supplied by a little ditch, with a reservoir at the head of the cradle, to contain five or six gallons. The difference of height between the upper and lower ends of the cradle should not be more than two inches; a steeper inclination will make the current running through it too strong, and the gold will be carried off; and, on the other hand, if the cradle be nearer a level it will be hard to rock, and the dirt in the bottom will pack more rapidly. The amount of dirt that can be washed in a day with a cradle varies from one to three cubic yards. The dirt is usually shovelled into a pan or bucket, from which it is thrown into the hopper. The miners usually measure the amount of dirt washed by the number of "pans." One man working alone with a cradle ought to wash from seventy-five to one hundred and fifty pans in a day, and two men will work twice as much. A pan may contain one-third or one-half a cubic foot. Two men can work more conveniently with the rocker than one. There is enough work to give constant employment to a cradler and a shoveller. The latter has a couple of buckets or pans, which he fills alternately, always keeping one full near the cradler, so that without moving his feet he can pick it up and empty it into the riddle-box. If the rocker have only one man, he must stop rocking after washing every pan and get more dirt. This delay is injurious to the process of washing, because it allows the dirt in the bottom of the cradle to harden and pack, and some gold is always lost as a consequence. If the dirt and water be convenient not more than two men can work to a profit.

It is of great importance in mining with a cradle to have

the cradle placed within four or five feet of the hole from which the pay dirt is obtained, and to have a good supply of water at the head of the cradle, and then to have a good descent below the cradle, so that the tailings may all be carried away by the water, so as not to accumulate. Many little gullies containing coarse gold in their beds cannot obtain water for washing except during rains, and then only for a few days at a time. In these gullies the cradle can be used to the best advantage, for it can easily be transported, and it is very good for saving coarse gold. While dirt that would pay from ten to twenty-five cents was abundant at the surface of the earth in the California mines the cradle was extensively used, but now it has been abandoned by the whites, and is left to the Chinamen, who think themselves doing well if they make seventy-five cents or one dollar per day.

To be Continued.

MOTHS IN THE CANDLE.

BY J. G. HOLLAND.

Every moth learns for itself that the candle burns. Every night, while the candle lasts, the slaughter goes on, and leaves its wingless and dead around it. The light is beautiful, and warm, and attractive; and, unscared by the dead, the foolish creatures rush into the flames, and drop, hopelessly singed, their little lives despoiled.

It has been supposed that men have reason, and a moral sense. It has been supposed that they observe, draw conclusions, and learn by experience. Indeed, they have been in the habit of looking down upon the animal world as a group of inferior beings, and as subjects of commiseration on account of their defenselessness; yet there is a large class of men, reproduced by every passing generation, to do exactly what the moths do, and die exactly as the moths die. They learn nothing by observation or experience. They draw no conclusions, save those which are fatal to themselves. Around a certain class of brilliant temptations they gather, night after night, and with singed wings or lifeless bodies, they strew the ground around them. No instructions, no expostulations, no observation of ruin, no sense of duty, no remonstrances of conscience, have any effect upon them. If they were moths in fact, they could not be sillier or more obtuse. They are, indeed, so far under the domination of animal natures that they act like animals, and sacrifice themselves in flames that the world's experience has shown to be fatal.

A single passion, which need not be named—further than to say that, when hallowed by love and a legitimate gift of life to life, it is as pure as any passion of the soul—is one of the candles around which the human moths lie in myriads of disgusting deaths. If anything has been proved by the observation and experience of the world it is that licentiousness, and all illicit gratification of the passion involved in it, are killing sins against a man's own nature—that by it the wings are singed not only, but body and soul are degraded and spoiled. Out of all illicit indulgence come weakness, a perverted moral sense, degradation of character, gross beastliness, benumbed sensibilities, a disgusting life, and a disgraceful death. Before its baleful fire the sanctity of womanhood fades away, the romance of life dies, and the beautiful world loses all its charm. The lives wrecked upon the rock of sensuality are strewn in every direction. Again and again, with endless repetition, young men yield to the song of the siren that beguiles them to their death. They learn nothing, they see nothing, they know nothing but their wild desire, and on they go to destruction and the devil.

Every young man who reads this article has two lives before him. He may choose either. He may throw himself away on a few illegitimate delights which cover his brow with shame in the presence of his mother, and become an old man before his time, with all the wine drained out of his life; or he may grow up into a pure, strong manhood, held in healthy relation to all the joys that pertain to that high estate. He may be a beast in his heart, or he may have a wife whom he worships, children whom he delights in, self-respect which enables him to meet unabashed the noblest woman, and an undisputed place in good society. He may have a dirty imagination, or one that hates and spurns all impurity as both

disgusting and poisonous. In brief, he may be a man, with a man's powers and immunities, or a sham of a man—a whited sepulchre—conscious that he carries with him his own dead bones, and all uncleanness. It is a matter entirely of choice. He knows what one life is, and where it ends. He knows the essential quality and certain destiny of the other. The man who says he cannot control himself not only lies, but places his Maker in blame. He can control himself, and, if he does not, he is both a fool and a beast. The sense of security and purity and self-respect that come of continence, entertained for a single day, is worth more than the illicit pleasures of a world for all time. The pure in heart see God in everything, and see Him everywhere, and they are supremely blest.

Wine and strong drink form another candle in which millions of men have singed themselves, and destroyed both body and soul. Here the signs of danger are more apparent than in the other form of sensuality, because there is less secrecy. The candle burns in open space, where all men can see it. Law sits behind, and sanctions its burning. It pays a princely revenue to the government. Women flaunt their gauzes in it. Clergymen sweep their robes through it. Respectability uses it to light its banquets. In many regions of this country it is a highly respectable candle. Yet, every year, sixty thousand persons in this country die of intemperance; and when we think of the blasted lives that live in want and misery—of wives in despair, of loves bruised and blotted out, of children disgraced, of alms-houses filled, of crimes committed through its influence, of industry extinguished, and of disease endendered—and remember that this has been going on for thousands of years, wherever wine has been known, what are we to think of the men who

still press into the fire? Have they any more sense than the moths? It is almost enough to shake a man's faith in immortality to learn that he belongs to a race that manifests so little sense, and such hopeless recklessness.

There is just one way of safety, and only one; and a young man who stands at the beginning of his career can choose whether he will walk in it, or in the way of danger. There is a notion abroad among men that wine is good—that when properly used it has help in it—that in a certain way it is food, or a help in the digestion of food. We believe that no greater or more fatal hallucination ever possessed the world, and that none so great ever possessed it for so long a time.

Wine is a medicine, and men would take no more of it than of any other medicine were it not pleasant in its taste, and agreeable in its first effects. The men who drink it, drink it because they like it. The theories as to its healthfulness come afterwards. The world cheats itself, and tries to cheat itself in this thing; and the priests who prate of "using this world as not abusing it," and the chemists who claim a sort of nutritious property in alcohol which never adds tissue (!) and the men who make a jest of water-drinking, all know perfectly well that wine and strong drink always have done more harm than good in the world, and always will until that millenium comes whose feet are constantly tripped from under it by the drunkards that lie prone in its path. The millenium with a grog-shop at every corner is just as impossible as security with a burglar at every window, or in every room in the house. All men know that drink is a curse, yet young men sport around it as if there were something very desirable in it, and sport until they are

hopelessly singed, and then join the great, sad army which, with undiminished numbers, presses on to its certain death.

We do not like to become an exhorter in these columns, but, if it were necessary, we would plead with young men upon weary knees to touch not the accursed thing. Total abstinence, now and forever, is the only guarantry in existence against a drunkard's life and death, and there is no good that can possibly come to a man by drinking. Keep out of the candle. It will always singe your wings, or destroy you.

THE YOUNG IN GREAT CITIES.

The world learns its lessons slowly. Much of the world does not learn its lessons at all. The young are everywhere growing up amid the ruins of other lives, apparently without inquiring or caring for the reasons of the disasters to life, fortune and reputation that are happening, or have happened, everywhere around them. One man, with great trusts of money in his hands, betrays the confidence of the public, becomes a hopeless defaulter, and blows his brains out. Another, led on by love of power and place, is degraded at last to a poor demagogue, without character or influence. Another, through a surrender of himself to sensuality, becomes a disgusting beast, with heart and brain more foul than the nests of unclean birds. Another, by tasting and tasting and tasting of the wine-cup, becomes a drunkard at last, and dies in horrible delirium, or lives to be a curse to wife, children and friends. There is an army of these poor wretches in every large city in the land dying daily, aed daily re-enforced. A young girl, loving "not wisely, but too well," yields herself to a seducer who ruins and then forsakes her to a life of shame and a death of despair. Not one girl, but thous-

ands of girls yearly, so that, through a company of those whose robes are soiled beyond cleansing, hide themselves in the grave during every twelve-month, another great company of the pure drop to their places, and keep filled to repletion the ranks of prostitution. Again and again, in instances beyond counting, are these tragedies repeated in the full presence of the rising generation, and yet it seems to grow no wiser. Nothing has been more fully demonstrated than that the first steps of folly and sin are fraught with peril. Nothing has been better proved than that temperate drinking is always dangerous, and that excessive drinking is always ruinous. Nothing is better known than that a man cannot consort with lewd women for an hour without receiving a taint that a whole life of repentance cannot wholly eradicate. Since time began have women been led astray by the same promises, the same pledges, the same empty rewards. If young men and young women could possibly learn wisdom, it would seem as if they might win it in a single day, by simply using their eyes and thinking upon what they see. Yet in all the great cities of the country, young men and young women are all the time repeating the mistakes of those around them who are wrecked in character and fortune. The young man keeps his wine bottle, and seeks resort where deceived and ruined women lie in wait for prey, knowing perfectly well, if he knows anything, or has ever used fairly the reason with which Heaven has endowed him, that he is in the broad road to perdition—that there is before him a life of disgust and a death of horror.

When the results of certain courses of conduct and certain indulgences are so well known as these to which we allude, it seems strange that any can enter upon them. Every young man knows that if he never tastes a glass of alcoholic

drink he will never become, or stand in danger of becoming, a drunkard. Every young man knows that if he preserves a chaste youth, and shuns the society of the lewd, he can carry to the woman whom he loves a self-respect which is invaluable, a past freely open to the questioning gaze, and the pure physical vitality which shall be the wealth of another generation. He knows that the rewards of chastity are ten thousand times greater than those of criminal indulgence. He knows that nothing is lost and everything is gained by a life of manly sobriety and self-denial. He knows all this, if he has had his eyes open, and has exercised his reason in even a small degree; and yet he joins the infatuated multitude and goes straight to the devil. We know that we do not exaggerate when we say that every great city has thousands of young men, with good mothers and pure sisters, who, if their lives should be uncovered, could never look those mothers and sisters in the face again. They are full of fears of exposure, and conscious of irreparable loss. Their lives are masked in a thousand ways. They live a daily lie. They are the victims and slaves of vices which are just as certain to cripple or kill them, unless at once and forever forsaken, as they live. There are thousands of others who, now pure and good, will follow evil example unwarned by what they see, and within a year will be walking in the road that leads evermore downward.

One tires of talking to fools, and falls back in sorrow that hell and destruction are never full—in sorrow that men cannot or will not learn that there is but one path to an honorable, peaceful, prosperous, and successful life, and that all others lead more or less directly to ruin.

THE GOOD FELLOW.

We wonder if "The Good Fellow" ever mistrusts his goodness, or realizes how selfish, how weak, how unprincipled, and how bad a fellow he truly is. He never regards the consequences of his acts as they relate to others, and especially those of his family friends. Little fits of generosity towards them are supposed to atone for all his misdeeds, while he inflicts upon them the disgrace, inconveniences, and burdens which attend a selfishly dissolute life. The invitation of a friend, taunts of good-natured boon companions, the temptations of jolly fellowship, these are enough to overcome all his scruples, if he has any scruples, and to lead him to ignore all the possible results to those who love him best, and who must care for him in sickness and all the unhappy phases of his selfish life.

The Good Fellow is notoriously careless of his family. Any outside friend can lead him whithersoever he will—into debauchery, idleness, vagabondage. He can ask a favor, and it is done. He can invite him into disgrace, and he goes. He can direct him into a job of dirty work, and he straightway undertakes it. He can tempt him into any indulgence which may suit his vicious whims, and, regardless of wife, mother, sister, who may be shortened in their resources so as legitimately to claim his protective hand—regardlesss of honorable father and brother—he will spend his money, waste his time, and make himself a subject of constant and painful anxiety, or an unmitigated nuisance to those alone who care a straw for him. What pay does he receive for his shameful sacrifice? The honor of being considered a "Good Fellow," with a set of men who would not spend a cent for him if they should see him starving,

and who would laugh over his calamities. When he dies in the ditch, as he is most likely to die, they breathe a sigh over the swill they drink, and say, "after all, he was a Good Fellow."

The feature of the Good Fellow's case which makes it well nigh hopeless, is, that he thinks he is a Good Fellow. He thinks that his pliable disposition, his readiness to do other good fellows a service, and his jolly ways, atone for all his faults. His love of praise is fed by his companions, and thus his self-complacency is nursed. Quite unaware that his good-fellowship is the result of his weakness; quite unaware that his sacrifice of honor, and the honor and peace of his family, for the sake of outside praise is the offspring of the most heartless selfishness; quite unaware that his disregard of the interests and feelings of those who are bound to him by the closest ties of blood, is the demonstration of his utterly unprincipled character; he carries an unruffled, or a jovial front, while hearts bleed or break around him. Of all the scamps society knows, the traditional good fellow is the most despicable. A man who, for the sake of his own selfish delights, or the sake of the praise of careless or unprincipled friends, makes his home a scene of anxiety and torture, and degrades and disgraces all who are associated with him in his home life, is, whether he knows it or not, a brute. If a man cannot be loyal to his home, and to those who love him, then he cannot be loyal to anything that is good. There is something mean beyond description in any man who cares more for anything in this world than the honor, the confidence, and love of his family. There is something radically wrong in such a man, and the quicker and the more thoroughly he realizes it, in a humiliation which bends him to the earth in shame and confusion, the better

for him. The traditional good fellow is a bad fellow from the crown of his head to the sole of his foot. He is as weak as a baby, vain as a peacock, selfish as a pig, and as unprincipled as a thief. He has not one redeeming trait upon which a reasonable self-respect can be built and braced.

Give us the bad fellow, who stands by his personal and family honor, who sticks to his own, who does not "treat" his friends while his home is in need of the money he wastes, and who gives himself no indulgence of good-fellowship at the expense of duty! A man with whom the approving smile of a wife, or mother, or sister, does not weigh more than a thousand bravos of boon companions, is just no man at all.

ORIGIN OF THE MEXICAN CIVILIZATION.—ANALOGIES WITH THE OLD WORLD.

When the Europeans first touched the shores of America, it was as if they had alighted on another planet—every thing there was so different from what they had before seen. They were introduced to new varieties of plants, and to unknown races of animals; while man, the lord of all, was equally strange, in complexion, language, and institutions. It was what they emphatically styled it, a New World. Taught by their faith to derive all created beings from one source, they felt a natural perplexity as to the manner in which these distant and insulated regions could have obtained their inhabitants. The same curiosity was felt by their countrymen at home, and the European scholars bewildered their brains with speculations on the best way of solving this interesting problem.

In accounting for the presence of animals there, some imagined that the two hemispheres might once have been joined in the extreme North, so as to have afforded an easy communication. Others, embarrassed by the difficulty of transporting inhabitants of the tropics across the Arctic regions, revived the old story of Plato's Atlantis, that huge island, now submerged, which might have stretched from the shores of Africa to the eastern borders of the new continent; while they saw vestiges of a similar convulsion of nature in the green islands over the Pacific, once the mountain summits of a vast continent, now buried beneath the waters. Some, distrusting the existence of revolutions, of which no

record was preserved, supposed that animals might have found their way across the ocean by various means; the birds of stronger wing by flight over the narrowest spaces; while the tamer kinds of quadrupeds might easily have been transported by men in boats, and even the more ferocious, as tigers, bears, and the like, have been brought over in the same manner, when young, "for amusement and the pleasure of the chase!" Others, again, maintained the equally probable opinion, that angels, who had, doubtless, taken charge of them in the ark, had also superintended their distribution afterwards over the different parts of the globe. Such were the extremities to which even thinking minds were reduced, in their eagerness to reconcile the literal interpretation of Scripture with the phenomena of nature! The philosophy of a later day conceives that it is no departure from this sacred authority to follow the suggestions of science, by referring the new tribes of animals to a creation, since the deluge, in those places for which they were clearly intended by constitution and habits.

Man would not seem to present the same embarrassments, in the discussion, as the inferior orders. He it fitted by nature for every climate, the burning sun of the tropics and the icy atmosphere of the North. He wanders indifferently over the sands of the desert, the waste of polar snows, and the pathless ocean. Neither mountains nor seas intimidate him, and, by the aid of mechanical contrivances, he accomplishes journeys which birds of boldest wing would perish in attempting. Without ascending to the high northern latitudes, where the continents of Asia and America approach within fifty miles of each other, it would be easy for the inhabitant of Eastern Tartary or Japan to steer his canoe from islet to islet, quite across to the American shore, without

ever being on the ocean more than two days at a time. The communication is somewhat more difficult on the Atlantic side. But even there, Iceland was occupied by colonies of Europeans many hundred years before the discovery by Columbus; and the transit from Iceland to America is comparatively easy. Independently of these channels, others were opened in the southern hemisphere, by means of the numerous islands in the Pacific. The population of America is not nearly so difficult a problem as that of these little spots. But experience shows how practicable the communication may have been, even with such sequestrated places. The savage has been picked up in his canoe, after drifting hundreds of leagues on the open ocean, and sustaining life, for months, by the rain from heaven and such fish as he could catch. The instances are not very rare; and it would be strange if these wandering barks should not sometimes have been intercepted by the great continent, which stretches across the globe in unbroken continuity, almost from pole to pole. No doubt history could reveal to us more than one example of men who, thus driven upon the American shores, have mingled their blood with that of the primitive races who occupied them.

The real difficulty is not, as with animals, to explain how man could have reached America, but from what quarter he actually has reached it. In surveying the whole extent of the New World, it was found to contain two great families, one in the lowest stage of civilization, composed of hunters, and another nearly as far advanced in refinement as the semi-civilized empires of Asia. The more polished races were probably unacquainted with the existence of each other, on the different continents of America, and had as little intercourse with the barbarian tribes, by whom they were

surrounded. Yet they had some things in common both with these last and with one another, which remarkably distinguished them from the inhabitants of the Old World. They had a common complexion and physical organization—at least, bearing a more uniform character than is found among the nations of any other quarter of the globe. They had some usages and institutions in common, and spoke languages of similar construction, curiously distinguished from those in the eastern hemisphere.

Whence did the refinement of these more polished races come? Was it only a higher development of the same Indian character, which we see, in the more northern latitudes, defying every attempt at permanent civilization? Was it engrafted on a race of higher order in the scale originally, but self-instructed, working its way upward by its own powers? Was it, in short, an indigenous civilization? or was it borrowed from the nations of the Eastern World? If indigenous, how are we to explain the singular coincidence with the East in institutions and opinions? If Oriental, how shall we account for the great dissimilarity in language, and for the ignorance of some of the most simple and useful arts, which, once known, it would seem scarcely possible should have been forgotten? This is the riddle of the Sphinx which no Œdipus has yet had the ingenuity to solve. It is, however, a question of deep interest to every curious and intelligent observer of his species. And it has accordingly occupied the thoughts of men from the first discovery of the country to the present time; when the extraordinary monuments brought to light in Central America have given a new impulse to inquiry, by suggesting the probability—the possibility, rather—that surer evidences than any hitherto known

might be afforded for establishing the fact of a positive communication with the other hemisphere

It is not my intention to add many pages to the volumes already written on this inexhaustible topic. The subject—as remarked by a writer of a philosophical mind himself, and who has done more than any other for the solution of the mystery—is of too speculative a nature for history, almost for philosophy. But this work would be incomplete without affording the reader the means of judging for himself as to the true sources of the peculiar civilization already described, by exhibiting to him the alleged points of resemblance with the ancient continent. In doing this I shall confine myself to my proper subject, the Mexicans, or to what, in some way or other, may have a bearing on this subject; proposing to state only real points of resemblance, as they are supported by evidence, and stripped, as far as possible, of the illusions with which they have been invested by the pious credulity of one party, and the visionary system-building of another.

An obvious analogy is found in "cosmogonal traditions" and "religious usages." The reader has already been made acquainted with the Aztec system of four great cycles, at the end of each of which the world was destroyed, to be again regenerated. The belief in these periodical convulsions of nature, through the agency of some one or other of the elements, was familiar to many countries in the eastern hemisphere; and, though varying in detail, the general resemblance of outline furnishes an argument in favor of a common origin.

No tradition has been more widely spread among nations than that of a Deluge. Independently of tradition, indeed, it would seem to be naturally suggested by the interior

structure of the earth, and by the elevated places on which marine substances are found to be deposited. It was the received notion, under some form or other, of the most civilized people in the Old World, and of the barbarians of the New. The Aztecs combined with this some particular circumstances of a more arbitrary character, resembling the accounts of the East. They believed that two persons survived the deluge, a man, named Coxcox, and his wife. Their heads are represented in ancient paintings, together with a boat floating on the waters, at the foot of a mountain. A dove is also depicted, with the hieroglyphical emblem of languages in its mouth, which it is distributing to the children of Coxcox, who were born dumb. The neighboring people of Michuacan, inhabiting the same high plains of the Andes, had a still further tradition, that the boat in which Tezpi, their Noah, escaped, was filled with various kinds of animals and birds. After some time, a vulture was sent out from it, but remained feeding on the dead bodies of the giants, which had been left on the earth as the waters subsided. The little humming-bird, *huitzitzilin*, was then sent forth, and returned with a twig in its mouth. The coincidence of both these accounts with the Hebrew and Chaldean narratives is obvious. It were to be wished that the authority for the Michuacan version were more satisfactory.

On the way between Vera Cruz and the capital, not far from the modern city of Puebla, stands the venerable relic—with which the reader has become familiar in the course of the narrative—called the temple of Cholula. It is, as he will remember, a pyramidal mound, built, or rather cased, with unburnt brick, rising to the height of nearly one hundred and eighty feet. The popular tradition of the natives is, that it was erected by a family of giants, who had escaped

the great inundation, and designed to raise the building to the clouds; but the gods, offended with their presumption, sent fires from heaven on the pyramid, and compelled them to abandon the attempt. The partial coincidence of this legend with the Hebrew account of the tower of Babel, received, also, by other nations of the East, cannot be denied. But one, who has not examined the subject, will scarcely credit what bold hypotheses have been reared on this slender basis.

Another point of coincidence is found in the goddess Cioacoatl, "our lady and mother;" "the first goddess who brought forth;" "who bequeathed the sufferings of childbirth to women, as the tribute of death;" "by whom sin came into the world." Such was the remarkable language applied by the Aztecs to this venerable deity. She was usually represented with a serpent near her; and her name signified the "serpent-woman." In all this we see much to remind us of the mother of the human family, the Eve of the Hebrew and Syrian nations.

But none of the deities of the country suggested such astonishing analogies with Scripture as Quetzalcoatl. He was the white man, wearing a long beard, who came from the East; and who, after presiding over the golden age of Anahuac, disappeared as mysteriously as he had come, on the great Atlantic Ocean. As he promised to return at some future day, his reappearance was looked for with confidence by each succeeding generation. There is little in these circumstances to remind one of Christianity. But the curious antiquaries of Mexico found out that to this god were to be referred the institution of ecclesiastical communities, reminding one of the monastic societies of the Old World; that of the rites of confession and penance; and the knowledge

even of the great doctrines of the Trinity and Incarnation! One party, with pious industry, accumulated proofs to establish his identity with the Apostle St. Thomas; while another, with less scrupulous faith, saw, in his anticipated advent to regenerate the nation, the type, dim-veiled, of the Messiah!

Yet we should have charity for the missionaries who first landed in this world of wonders; where, while man and nature wore so strange an aspect, they were astonished by occasional glimpses of rites and ceremonies which reminded them of a purer faith. In their amazement, they did not reflect whether these things were not the natural expression of the religious feeling common to all nations who have reached even a moderate civilization. They did not inquire whether the same things were not practised by other idolatrous people. They could not suppress their wonder as they beheld the Cross, the sacred emblem of their own faith, raised as an object of worship in the temples of Anahuac. They met with it in various places; and the image of a cross may be seen at this day, sculptured in bas-relief, on the walls of one of the buildings of Palenque, while a figure bearing some resemblance to that of a child is held up to it, as if in adoration.

Their surprise was heightened when they witnessed a religious rite which reminded them of the Christian communion. On these occasions an image of the tutelary deity of the Aztecs was made of the flour of maize, mixed with blood, and, after consecration by the priests, was distributed among the people, who, as they ate it, "showed signs of humiliation and sorrow, declaring it was the flesh of the deity!" How could the Roman Catholic fail to recognize the awful ceremony of the Eucharist?

With the same feelings they witnessed another ceremony, that of the Aztec baptism; in which, after a solemn invocation, the head and lips of the infant were touched with water, and a name was given to it; while the goddess Cioacoatl, who presided over childbirth, was implored, "that the sin, which was given to us before the beginning of the world, might not visit the child, but that, cleansed by these waters, it might live and be born anew!"

It is true these several rites were attended with many peculiarities, very unlike those in any Christian church. But the fathers fastened their eyes exclusively on the points of resemblance. They were not aware that the Cross was the symbol of worship, of the highest antiquity, in Egypt and Syria; and that rites, resembling those of communion and baptism, were practised in Pagan nations, on whom the light of Christianity had never shone. In their amazement they not only magnified what they saw, but were perpetually cheated by the illusions of their own heated imaginations. In this they were admirably assisted by their Mexican converts, proud to establish—and half believing it themselves—a correspondence between their own faith and that of their conquerors.

The ingenuity of the chronicler was taxed to find out analogies between the Aztec and Scripture histories, both old and new. The migration from Aztlan to Anahuac was typical of the Jewish exodus. The places where the Mexicans halted on the march were identified with those in the journey of the Israelites; and the name of Mexico itself was found to be nearly identical with the Hebrew name for the Messiah. The Mexican hieroglyphics afforded a boundless field for the display of this critical acuteness. The most remarkable passages in the Old and New Testaments were

read in their mysterious characters; and the eye of faith could trace there the whole story of the Passion, the Savior suspended from the cross, and the Virgin Mary with her attendant angels.

The Jewish and Christian schemes were strangely mingled together, and the brains of the good fathers were still further bewildered by the mixture of heathenish abominations, which were so closely intertwined with the most orthodox observances. In their perplexity they looked on the whole as the delusion of the Devil, who counterfeited the rites of Christianity and the traditions of the chosen people, that he might allure his wretched victims to their own destruction.

But, although it is not necessary to resort to this startling supposition, nor even to call up an apostle from the dead, or any later missionary, to explain the coincidences with Christianity; yet these coincidences must be allowed to furnish an argument in favor of some primitive communication with that great brotherhood of nations on the old continent, among whom similar ideas have been so widely diffused. The probability of such a communication, especially with Eastern Asia, is much strengthened by the resemblance of sacerdotal institutions, and of some religious rites, as those of marriage, and the burial of the dead, by the practice of human sacrifices, and even of cannibalism, traces of which are discernible in the Mongol races; and, lastly, by a conformity of social usages and manners, so striking that the description of Montezuma's court may well pass for that of the Grand Khan's, as depicted by Maundeville and Marco Polo. It would occupy too much room to go into

details in this matter, without which, however, the strength of the argument cannot be felt nor fully established. It has been done by others; and an occasional coincidence has been adverted to in the preceding chapters.

To be Continued.

SAN JOSE SCHOOLS.

Extracts from the Superintendent's Annual Report for the year ending June 30, 1885—L. C. Curtis, City Superintendent

This year has been marked with a steady growth and improvement of our school system in many directions.

Progressiveness, an awakened interest and a wise economy are characteristics of the year's work.

Improvements in the course of study have been made, resolutions regarding the schools have been adopted, and the expenses of the Department have been very materially reduced.

The cost of our School Department is one of the most important questions which the Board of Education is called upon to meet. The people of San Jose have been very liberal in the interest of education. Handsome and commodious buildings have been erected; these have been supplied with improved furniture, and equipped with sufficient apparatus. Believing that this report is intended to give information, not only to your Honorable Body, for many things herein stated are already well known to you, but also to the people at large, I have prepared tables so that the comparative cost of the Department during the ten years last past may be readily seen.

It will be observed that for the year ending June 30th, 1885, the cost per capita has been less than during any of the preceding years.

As a basis of calculation, I have taken all of the expenses of the Department except those made for new buildings and furniture, as expenditures for these purposes are in the na-

ture of permanent improvements. This plan has been suggested by the reports required by the State Department.

A comparison of the total expenditures of this Department for the four years ending June 30, 1885, shows that the present Board has expended $5,399.77 less than was expended in the school year ending June 30, 1882, $1,991.79 less than was expended in the school year ending June 30, 1883, and $7,975.85 less than was expended in the school year ending June 30, 1884.

Number of teachers		41
Whole number of pupils enrolled		2,738
Average number belonging		1,993
Average daily attendance		1,919
Percentage of attendance on number belonging		96
Number promoted		1,548
Number of seatings		2,001
Total expenditures	$45,876 70	
Cost per pupil based on whole number enrolled and current expenses	$16 68	
Total number census children between five and seventeen years of age		3,690

TEACHERS.

The number of applications for teachers' positions in our city schools continues to be very great. From one point of view this is not undesirable, as it gives the Board a large number of applicants out of which to select the best for the few vacancies that occur during the year. But it is to be regretted that so many teachers are seeking employment and are unable to find it. The members of the Board cannot hear unconcerned the numerous personal applications made to them. The claims of poverty, residence, family ties, are

often urged with great persistence, as reasons why an applicant should be elected to a given position, and while some of these considerations are not to be overlooked, nevertheless, the end to be sought for in the selection of teachers is the good of the Department. The personal influence of the teacher is the important factor in all school work; and the employment of an incompetent and inefficient teacher, no matter how worthy he may be in other respects, leaves lasting and baneful effects upon the greater number of pupils placed under his charge. I know of no more expensive and ruinous method of relieving poverty and misfortune.

The very great majority of the teachers employed in the city schools during this year are active, intelligent, self-reliant and conscientious. They have a personal, active interest in fitting the pupils for the work of life.

During the last term of the present year, a small beginning was made in the direction of holding teachers' meetings. The teachers of each grade met at the Superintendent's office, and many subjects of special interest and profit were discussed and considered by them. These meetings were of inestimable value to new teachers, and I doubt not that many suggestions were made of great value to those who have been engaged in the work for many years.

Methods and the theories relating to teaching, assigning lessons to be studied at home, attendance, truancy, discipline in the school room and on the play ground, examinations, comparing results and the advancement of the pupils, and kindred topics, all passed under review before the various teachers of the Department. * * *

INDUSTRIAL EDUCATION.

The subject of Industrial Education has received more attention during the past decade than any other educational topic, yet little progress has been made in its practical introduction into our own common school system.

It cannot be confidently asserted that there is a pronounced public opinion on this subject, otherwise ample funds would have been provided and experiments would have followed each other until some successful plan had been inaugurated.

But one effort in this line of education, so far as I am informed, has been made in San Jose. This was the introduction of the art of printing in the High School in 1881–82.

All the members of the Middle and Junior Classes—some ninety or more—were required to spend about three hours a week at type-setting and kindred work. The classes were under the tuition of a competent instructor, and I believe it is admitted that excellent results were attained. Yet, this experiment did not out-live a year. It was urged, and with much force, that the school was educating too many compositors—more by far than could find employment. The printing press was dug up, root and branch, and the material, which had cost the Department about $500, was sold the following year for one-fifth of its cost.

If instruction were given in any one of the trades, would not the same objection be raised with equal force?

And yet, after the essentials of an education are taught, ought not the child be given an opportunity to learn those things which relate to the occupation which he is likely to follow? Is it not right that he should be given some insight

into the material world, and some weapon and some skill in its use, in order that he may have a fair chance in the struggle for a living?

Again, it has been frequently and very forcibly asserted that our present system so educates the youth that they avoid and look down upon manual labor as something degrading.

If this be true, it behooves us to endeavor to counteract by education this great evil which education itself is accused of producing.

As a step in that direction, I submit the following plan for your consideration. No claim of perfection is made; but I have endeavored to apply a system of industrial education directly to our city schools, and if these suggestions provoke discussion, and this or some better plan is adopted, the labor will be amply rewarded.

The Board of Education has an unoccupied school lot on the east side of Second street, between St. James and Julian. This lot is 137½ feet square. It is centrally located and of easy access from every part of the city. On this lot a building, thirty by fifty feet, can be erected of rough lumber at a cost of a few hundred dollars. It should be furnished with ten double work benches. Each bench should be provided with tools suitable for a great variety of wood work. This workshop would accommodate twenty pupils at a time.

During the coming year we will have four First Grade classes containing about one hundred and twenty pupils, whose ages will vary between thirteen and fifteen years. None of these classes will contain more than twenty boys, so that the workshop will be large enough to accommodate all the boys of a single class at one time. Each class of boys

should spend one hour and a half in the workshop twice a week. Two classes could be taught each afternoon. The afternoon recess could be utilized by the pupils in passing from the school-room to the workshop and from the workshop to the school-room. The instruction in drawing in the schools could be made to aid and harmonize with the work of the shop.

The workshop should be in charge of a mechanic competent to give such instruction in the use and manipulation of tools as would be the foundation for a number of different trades. There should be a general preparation for a variety of trades rather than special instruction in a single trade.

The most successful school for industrial education in the United States is the Manual Training School connected with the Washington University at St. Louis.

This institution is on a much larger scale than anything we should attempt in San Jose, yet our workshop could be the nucleus to which in future might be added the carpenter, turning, blacksmith and machine shops now in successful operation in the St. Louis school.

. . . . . .

The moral tendency of the school is to correct false ideas and estimates of manual labor, and to elevate and dignify the opinion in which they are held who engage in it. On this point the catalogue says:

"One great object of the school is to foster a higher appreciation of the value and dignity of intelligent labor, and the worth and respectability of laboring men. A boy who sees nothing in manual labor but mere brute force despises both the labor and the laborer. With the acquisition of skill in himself come the ability and willingness to recognize

skill in his fellows. When once he appreciates skill in handcraft he regards the workman with sympathy and respect."

SEWING.

The manual instruction given the boys of the First Grade should have its counterpart in the training of the girls of the same grade in sewing, needle-work and dress-making. This instruction should be given at the same time the boys are engaged at the workshop. For the more simple work, and doubtless for all, the instruction could be given by some of the lady teachers in each of the schools.

The work could be done in the school-room; and the materials as well as needles, scissors, thimbles, etc., would doubtless be willingly furnished by the parents, except in such cases as the Board is now required to furnish books to the children of indigent parents.

I know of no greater boon that could be conferred upon the working classes of this city than to teach their daughters sewing and dress-making, and indeed the girls of any class would be more than compensated for any expenditure of time and money in acquiring knowledge in this direction.

Sewing has been taught as a part of the public school studies in several cities of the United States. And in all of the advanced European countries it is classed as an essential part of every girl's education.

THE TEACHER THAT NEVER DOES WRONG.

[Given a generation of teachers who are perfect, and the problem is solved.—H. C. KINNE *in July number of California Teacher.*]

Go, look the world over, around and around,
Make search that is tireless and long,
For one whom all seek, but have never yet found—
The teacher that never does wrong.

Now, "never" means *never*, my friend, you must know.
There 's many a teacher, I've heard,
Who, day after day, none but good seed will sow—
But "*never*" 's a particular word.

Now, show me the man who is all that was sought
By patrons, the district all through;
Whose course is so wise, that ever he 's thought
By all, to be honest and true.

No parents complain of corrections severe;
Yet no one complains of misrule.
There 's never a teacher more loved, far or near—
And never so quiet a school.

Through seas of vicissitudes, time out of mind,
Self-interest lost out of sight,
He never is tempted, like the rest of mankind,
To do what he knows isn't right.

A course of both justice and mercy he takes;
And long as that teacher may live,
He baffles temptations, he makes no mistakes—
He never asks God to forgive.

Though jealous, of course, we can honor him sure,
And drink him a health, with a zest.
So, let 's fill up our glasses with water so pure,
And——here 's to Utopia's best!

A relic of Eden, unhurt by the fall;
Fit hero of romance and song;
The purest, the noblest, the wisest of all—
The teacher that never does wrong.

BOOK NOTICES AND CLIPPINGS FROM THE REVIEWS.

How to Quell Mobs.—Fitz John Porter, in the October number of the "North American Review," in view of of recent strikes or riots, discusses the question how mobs should be suppressed. He says:

"Mobs are cowards at first. Crime always enervates. They only gain courage as they find that those whose duty it is to suppress them are themselves cowards. A mob is not to be feared when it is first aroused. It is only as its passion for carnage is whetted by the taste of blood, or its greed for pillage is gratified, that it becomes dangerous.

"Upon whomsoever devolves the duty of suppression, let this be his first effort—check at the very beginning; allow no tumultuous gatherings; permit no delay; a few stern, resolute words; if these be not heeded, then strike resolutely, boldly; let there be no hesitation; if necessary, take life at the outset. It will be more merciful to take one life then than to suffer the mob to take the lives of many, or to be compelled to sacrifice the innocent with the guilty at the point of the bayonet, or in the discharge of musketry or cannon. But the necessity to take life will not arise unless there be inactivity and indecision at the outset on the part of the authorities.

"Before the time shall come when it will be necessary to use musket-ball or bayonet, the opportunity will be afforded to suppress the riot; perhaps at the sacrifice of a few broken heads, or by the imprisonment of some of its leaders.

"In every large city, in fact, in every city where a po-

lice force is employed, a perfect drill should prepare policemen to meet the exigencies arising from any tumultuous assemblage of the people; so that, at a moment's warning, these conservators of the peace will be ready to act, and to act understandingly and promptly. It will be found that a few determined policemen, placed in the field at a moment's notice, will prove one of the best and most direct methods of quelling a mob. These, by skillful maneuvres, can take a mob in flank, or in rear, or in front, if necessary, and so employ themselves and their clubs that almost before the mob would know what was impelling them they would be driven from the field of action. This drilling, advised to be used with policemen, can also be used to excellent advantage with the militia of every State, so that in case of emergency they can be used with as good effect as policemen. It has often been found, in the history of the riots of this country, that when the soldiery have been brought in the face of a mob, even the officers were so unacquainted with their duties as to evince the most ridiculous ignorance of what was required of them and of their men in the exigency; and they and their troops have been driven ignominiously from the field. They would have known what to do, without hesitation, had they been in the face of an enemy; but, surrounded as they were by a frantic mob, they failed—and for lack of the necessary drilling.

"In the draft riot of 1863, after the mob had had full possession of the city of New York for several days, and the United States troops had been called in with little or no effect, and the State militia had failed, the police of the city, by their bold, brave, and indefatigable action, quelled the riot and prevented any further disorder. It was a remarkable instance of what can be done by a drilled organization

Since that time no riot could by any possibility have occurred in that great cita. The police force of New York city are ready to act in any emergency; and it is very doubtful whether it would be necessary to call in the aid of the State troops, or the United States forces, in case a riot were threatened. Governor Seymour, in a proclamation made just after this riot, gave due credit to the police force, fully appreciating their magnificent services. Let it be known in every large town and city throughout the land, that the police force is constantly under control and discipline, ready promptly to perform its whole duty in case of any riotous action, and there will be an end of these turbulent assemblages."

LINCOLN AS A CONGRESSMAN.—Elihu B. Washburne, our late Minister to France, in an article entitled "Abraham Lincoln in Illinois," published in the "North American Review" for October, thus speaks of the martyred President at the period of his election to Congress:

"Mr. Lincoln took his seat in Congress on the first Monday in December, 1846. . . . He sat in the old hall of the House of Representatives, and for the long session was so unfortunate as to draw one of the most undesirable seats in the hall. He participated but little in the active business of the House, and made the personal acquaintance of but few members. He was attentive and conscientious in the discharge of his duties, and followed the course of legislation closely. When he took his seat in the House, the campaign of 1848 for President was just opening.

"I was again in Washington part of the winter of 1849 (after the election of General Taylor), and saw much of Mr. Lincoln. A small number of mutual friends—including Mr. Lincoln—made up a party to attend the inauguration ball to-

gether. It was by far the most brilliant inauguration ball ever given. Of course Mr. Lincoln had never seen anything of the kind before. One of the most modest and unpretending persons present, he could not have dreamed that like honors were to come to him almost within a little more than a decade. He was greatly interested in all that was to be seen, and we did not take our departure until three or four o'clock in the morning. When we went to the cloak and hat room, Mr. Lincoln had no trouble in finding his short cloak, which little more than covered his shoulders, but after a long search was unable to find his hat. After an hour he gave up all idea of finding it. Taking his cloak on his arm he walked out into Judiciary Square, deliberately adjusting it on his shoulders, and started off bareheaded for his lodgings. It would be hard to forget the sight of that tall and slim man, with his short cloak thrown over his shoulders, without any hat on, starting for his long walk home on Capitol Hill at four o'clock in the morning. And this incident is akin to one related to me by the librarian of the Supreme Court of the United States. Mr. Lincoln came to the library one day for the purpose of procuring some law books which he wanted to take to his room for examination. Getting together all the books he wanted, he placed them in a pile on a table. Taking a large bandanna handkerchief from his pocket, he tied them up; and putting a stick which he had brought with him throught a knot he had made in the handkerchief, adjusting the package of books to his stick, he shouldered it, and marched off from the library to his room. In a few days he returned the books in the same way."

OFFICIAL DEPARTMENT.

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR SIR: You say in your query of —— date, "said book *not* to be sold to any trustee, or in any way introduced into the public schools." That being the case, I think that, in acting as agent, you will not violate Section 1870 of the Political Code.

DEAR SIR: It is true that the law to which you refer is not so clear as is desirable. But the date at which the money is remaining on hand is specified by the law; and the County Superintendent has no means of telling *how much* is remaining on hand at that date save the records of his office. The facts to determine his action are those known at that date, even though the action should be somewhat deferred. I think then that the money shown to be remaining on hand by the records at the end of the School year must be reapportioned.

I will quote from an answer recently made to a letter similar to yours: "This will cause the claimants the incon-"venience of some delay, no doubt; but, then, they might "have avoided the same by a prompt rendition of their ac-"counts in the last School year. The policy of the law "would seem to be twofold: 1st. To secure a school of "eight months, if possible; and 2nd, to cause a prompt set-"tlement of accounts annually."

DEAR SIR: If your Supervisors will not regard my opinion of the law, perhaps they might heed that of the Attorney-General. If you should apply to him, it would be well, perhaps, to give him copies of my letters to you.

If your district has a legal right to action by the Supervisors, or any public body or officer, and they decline or fail to take such action, your remedy is to sue out a *mandamus* from the Superior Court.

It seems that your district has but lately been set off. The Assessor can point out or report to the Supervisors the assessed value of the property within the boundaries which have been (or easily may be) drawn on the map showing your District. The Supervisors would then be in position to levy the tax voted by the people of the District.

DEAR SIR: In answer to your communication of the 19th, permit me to say: By subdivision *Fifteenth* of Section 1617 Political Code, the Trustees have power to make arrangements with the Trustees of any other district about the attendance of children not belonging therein, and in case of non-agreement, the matter is remitted to the decision of the County Superintendent. Children from outside the district, if not admitted under the above cited law, have *no right* to free education in that school. If admitted as pay-scholars, it is for the Trustees to admit or refuse, and to settle the amount of tuition, if any, to be paid by the non-resident pupils.

DEAR SIR: In answer to your queries of the 13th ult., I beg to say that I suppose that the maps in the offices of the County officers would show the boundaries of the new school district, and the Assessor, having the records of his estimates of the property within those boundaries, would enable

the Supervisors to know upon what property to levy the tax that might have been voted by the electors of the School District.

I should think there ought to be no great difficulty about this. But should the Assessor be unable to fix the estimate of the taxable property now lying within the new district, I know of nothing to do until the next regular assessment.

I have not now the time to examine the powers of the Supervisors to know whether they can order a special assessment. You will know, I presume. But, as above remarked, I cannot think such a step to be necessary.

DEAR MISS: I think your construction of the law is correct. The law says: "If at the end of any year during which an eight months' school has been maintained, there is an unexpended balance, it may be used for the payment of claims against the District outstanding, or it may be used for the year succeeding." This will cause the claimants the inconvenience of some delay, no doubt; but, then, they might have avoided the same by a prompt rendition of their accounts in the last School year. The policy of the law would seem to be twofold: 1st. To secure a school for eight months, if possible; and 2nd, to cause a prompt settlement of accounts annually.

DEAR SIR: I agree with you that a good training in book-keeping and business methods is of very high advantage to those who can get the same. The Political Code, in Section 1665, makes provisions for all the pupils being taught in the "elements of book-keeping;" and seems to regard some elementary instruction in that matter as all that is to be done by the public purse, looking, doubtless, to private

institutions to meet the demands of those who should desire to become skillful accountants and expert book-keepers.

Should any city desire more to be done in the Public Schools than is contemplated by Section 1665, they have power under Sections 1666 and 1830. This remits the matter to local option.

DEAR SIR: In your communication of the 8th ult., you inquire what disposal should be made of a sum of money paid to the District Trustees in satisfaction of a policy of fire insurance on a school house which has been burned?

You say that the Trustees do not need to build immediately. I think the money should be deposited with the County Treasurer to the credit of the Building Fund of that district. This is what would be done with the Building Fund, however derived, if there were an immediate necessity for building. See Section 1886—p. 42—School Laws. The money, therefore, should lie in the Building Fund of the District till the necessity for building shall arise.

GENTLEMEN: In yours of the 8th ult. you ask: "If, as Trustees of a School District, we can dispense with a third teacher and use the money appropriated for other purposes, say building school houses, etc.?"

I cannot point out a provision of law which categorically forbids the dispensing with any of the teachers provided for by law; but if you will read Section 1858 of the Political Code you will see that such action is evidently forbidden in the intent of the law.

This is plain in such expressions as: "He must ascertain the total number of *teachers* for the County," etc., and "Five hundred dollars shall be apportioned to each District "for *every teacher* assigned," etc., etc.

The *State* apportionment, which is usually two-thirds of the whole, *must be confined* to paying the salaries of Primary and Grammar teachers; it can be used for nothing else, not even for the salaries of High School teachers, Superintendents, etc.

You further ask about your liability. Since one of you, at least, is a practising attorney, I think I need not speak of the law bearing on this question.

DEAR SIR: You state that your Board of Education "has started the system of renewing expired County Certifi-"cates on the ground that the law provides for the renewal "of certificates *previously* granted by them;" and you ask whether I have any Court decisions on that point?

Please hereafter make out requisitions on the prescribed blanks and do not mix them up with other matter. The work of keeping the records of this office requires the separation of requisitions from all other matter.

An *expired* certificate cannot be renewed; that which is *dead* cannot have its life prolonged—there is no life to prolong. That such is the intent of the law is evident from the consideration that if a certificate could be renewed after being dead for a day, then one could after a lapse of a year or twenty years, which is absurd. I don't think the point has ever been litigated in the Courts. I could not recognize such a renewed certificate as valid.

DEAR SIR: A teacher, being present and ready for duty, is entitled to his salary during the time of suspension of school, when that suspension is made in term time by law or by act of the Trustees.

This general truth is reinforced in your case, because, the reason of suspension being a prevailing epidemic, the

law continues the apportionment of money to the District just as if no suspension had taken place.

DEAR SIR: In answer to your letter of the 5th inst., I have to say, that I think the funds belonging to a lapsed district must "be apportioned by the Superintendent of Schools among the other districts of his county in proportion to" their number of census children; and not merely to those contiguous districts into which the territory thereof is merged.

The law ———, page 8———, seems to be clear and specific; and although we might think it better were the funds to be given to those neighboring districts spoken of, since they will instruct the children of the lapsed district; yet the law has made the apportionment to all the Districts of the County, and we have only to obey.

DEAR SIR: A teacher has a right to detain a pupil after the end of the session of the day as a punishment for violating the regulations, disobedience or neglect of duty, provided that children under eight years of age must not be kept in school longer than four hours per day. See Section 1673.

Children at school are under the authority of the teachers, and parents cannot properly "demand their children at any hour of the day," and the teacher is not bound "to obey the demand." Parents should uphold the authority of the teachers, not try to degrade it.

STATE BOARD OF EDUCATION.

SACRAMENTO, Cal., Sept. 29, 1885.

The State Board of Education met at the office of the Superintendent of Public Instruction. Present, all the members, at 2 P. M.

Minutes of the last meeting were read and approved.

Prof. Allen's motion for a Committee of the Whole to negotiate for the purchase of a Geography was again postponed for future consideration.

On motion of Governor Stoneman all consideration of the subject of a geography was postponed till the next called meeting.

Superintendent Welcker offered the following resolution, which was unanimously adopted:

Resolved, That when this Board acquires by purchase, or otherwise, the MSS. of and copyright to, any text-book to be published by them, that the said manuscript becomes their sole property in this State, to modify in any manner they may see fit; and that said school text-books shall be published as the "State Series of School Text-Books," with no other acknowledged authorship than that made in the preface.

Supt. Welcker moved the acceptance of the Speller offered by H. C. Kinne as a donation, which motion was rejected. Noes—Stoneman, Allen, More. Ayes—Welcker.

O'Connor's Speller was then taken up for consideration and was rejected by a unanimous vote.

Supt. Welcker moved the acceptance of Kinne's dona-

under which all manuscripts and copyrights are accepted by the Board; and to take such steps as may be necessary to secure to the State the copyright and manuscript of the three Readers offered by him and accepted by the Board.

At 3 o'clock P. M. the subject of Arithmetic was taken up, and letters from Frank Morton, George Bates and Jos. O'Connor, relative to works submitted by them, were read. Consultation with the State Printer, who was present, was then had, after which it was ordered by the Board that paper for the Readers shall be not less than 56 pounds to the ream, and that the size of the Readers shall be uniform, measuring five inches by seven and one half, 5x7½ inches outside of the cover, and that the binding shall be of cloth, and the question of leather backs to be subject to the future consideration of the Board.

Previous to 3 P. M. the Secretary was instructed to send to the County Board of Education of Mendocino county, the letter received from the Trustees of Rafferty's school district, and to request said Board to investigate his case anew, and report their opinion and action; and to return the said letter to this Board.

Second. That the Trustees of said school district be notified that the Life Diploma of Rafferty has not been revoked. Further, that Supt. John C. Ruddock shall be furnished with the Resolution concerning the revocation of teachers' certificates recorded at the bottom of page 294 of these minutes.

In the case of S. A. Waldron, of Los Angeles county, after duly considering the charges and the defense, the Board find the charges not proven, and therefore dismiss the same.

On motion of Prof. Allen it was ordered that the papers in all cases involving charges against character or conduct,

which have been disposed of by the Board, may, after a lapse of 90 days, and no appeal being taken, be destroyed at the discretion of the Secretary.

The persons named below having complied in all respects with the law, and being duly recommended, Life Diplomas were granted to them, as follows:

David C. Clark, Santa Cruz county; Ella L. Cornell, San Francisco; Adolphus H. Coulter, Calaveras county; Calvin L. Gregory, Stanislaus; Charles Francis Gulick, Butte; Sabra A. Finch, Sacramento; Miss Naomi E. Hoy, San Francisco; Emma Lelia Lyinger, Lassen; Miss Jennie Morgan, Sacramento; John McCoy, Modoc; Julia M. Markley, Sacramento; Emeline Moreland North, Oakland; Cantpolican Ortega, Tuolumne; Hiram H. Richmond, Placer; Victorine M. Raclet, San Francisco; Nathalie Selling, San Francisco; Marion P. Stone, Nevada; Miss Kate Shepherd, San Francisco; Mary A. Taylor, Santa Clara; Alfred L. Wyllie, Calaveras; Mrs. M. C. Williams, San Francisco.

The Secretary was instructed that all applications for life diplomas should be accompanied by the fee.

State educational diplomas were granted as follows:—Arthur W. Bryant, Santa Cruz; Miss Mary A. Bliss, Santa Cruz; Emma L. Bergson, San Francisco; Eugenie Marie Burgin, Oakland; Susie P. Benson, Santa Clara; Miss Fannie M. Bliven, San Francisco; Ida Cooper, Nevada; Belle Duncan, Sonoma; Cornelia Farley, Sacramento; Ella Feeney, Sacramento; George W. Hall, San Mateo; Miss Ellen Griffin, Tuolumne (duplicate); Charles M. Kellogg, San Luis Obispo; Miss Lizzie McCorkle, San Francisco; Erastus P. Matteson, San Francisco; Miss Nellie McElroy, Alameda; Anna D. Maxwell, Yolo; Mollie A. Oliver, Santa Cruz; Eliza M. Quimby, Butte; Myra Adell Parks, Lassen; William H. Roney,

Lassen; Leonora Rogers, San Luis Obispo; Ella N. Russell, San Joaquin; Lida Smith, Nevada; W. H. Scott, Placer; Mrs. Maud Howard Todd, Oakland; Annie Unger, San Francisco; R. H. Webster, San Francisco; Miss Lizzie F. Walsh, San Francisco; Kate F. O'Hara, San Jose; Wm. O. Dickson, San Jose; Mattie J. Graebe, San Jose; Ida L. Blodgett, Yolo; Plin Ford and Ella M. Ford, San Jose; Lelia E. Aldrich, Santa Cruz; Mrs. Augusta E. Burt, Placer; Hattie M. Frazer, Ella M. Hazen.

The Board then adjourned till 9:30 A. M., October 1, 1885.

W. T. WELCKER, Secretary.

SACRAMENTO, Cal., October 1st, 1885.

The State Board of Education met pursuant to adjournment at 9:30 o'clock A. M., at the office of the Superintendent of Public Instruction. Present—Messrs. Allen, More and Welcker.

On motion it was

Resolved, That we request the State Printer to furnish, as soon as practicable, a statement of the expense of work done on pamphlets ordered printed to date by the State Board of Education; and quarterly hereafter to report the expense of work done during the quarter preceding by the order of the Board, in order that we may know from time to time the expenses which we are creating.

On motion it was

Resolved, That whereas the works upon Arithmetic submitted to this Board are not, in their present state, satisfactory to the Board; therefore

Resolved, That the preparation of the manuscript upon

the subject of Arithmetic is hereby placed under the general supervision of Prof. Ira More, a member of the Board; he, from time to time, to submit the portions of the work prepared to the Board for their criticism, adoption or rejection and final action.

Resolved, That the sum of three hundred dollars be and the same is hereby placed at the disposal of Prof. Ira More to be by him used to defray the necessary expenses of procuring the manuscript; a detailed account of such expenditures, with proper vouchers therefor, to be submitted to this Board at each meeting, along with the prepared manuscript, for their approval.

Resolved, That it is the intention of this Board to make use, as far as may be desirable and practicable, of the assistance of those who have already submitted manuscript, and to afford a proper compensation for the same. And further, to make use of such portions of their manuscripts, and other manuscripts that may be called for and prepared by them, or by other authors, as may be deemed desirable. The compensation for copyright of these manuscripts shall, however, be a matter of agreement between those authors and this Board.

The Board then adjourned till 9:30 to-morrow morning, October 2d, 1885.

W. T. WELCKER, Secretary.

The Board met pursuant to adjournment at 9:30 A. M., October 2d, 1885.

Present—Messrs. Allen, More and W. T. Welcker. The minutes were read and approved.

Resolved, That the meaning of the Board in the last three foregoing resolutions is, that the assistance obtained

by Prof. More shall be contracted for and paid in full from funds placed at his disposal, or to be so placed; the results of said assistance becoming the absolute property of this Board; and no assistant shall have any further claim upon the State for his labors. Carried.

On motion the following resolution was adopted:

Resolved, That the foregoing resolutions relating to Arithmetic be applied to the subject of Grammar, with only the following changes: substituting the word *grammar* for the word *arithmetic*, and the words "Prof. Chas. H. Allen" for the words "Prof. Ira More," throughout such resolutions.

Wm. T. Welcker offered the following resolution:

Resolved, That in the preparation of an Arithmetic this Board intends to make the Metric System of Measures and Weights a prominent feature. That this subject shall not constitute merely a separate and distinct article, but that the Metric Tables shall be presented as early in the work as practicable, and wherever there shall be examples under any Rule, the same shall be repeated in the Metric System.

Lost. Ayes—Wm. T. Welcker. Noes—Prof. Allen, Prof. More.

On motion the following resolution was adopted:

Resolved, That the revision of the Readers and their preparation for printing is hereby committed to W. T. Welcker, with the assistance of Mr. W. H. V. Raymond, the Literary Editor.

Resolved, That the sum of three hundred dollars be and hereby is placed at the disposal of said Wm. T. Welcker, to be expended, if necessary, in this revision—said sum to be properly accounted for, by vouchers, to this Board.

On motion, the supervision of the compilation of a Speller was committed to W. E. Welcker, with the assistance of the Editor-in-Chief, authorizing him to employ such further assistance as shall be necessary in its compilation.

On motion, a State Educational Diploma was granted to Claude B. Wakefield, who had in all respects complied with the law.

W. T. WELCKER, Secretary.

DEPARTMENT

FOR

THE UNIVERSITY OF CALIFORNI

EDITED BY PROFESSOR FRANK SOULÉ.

In the August and September numbers of THE TEACH attention was directed to the great benefits one must nec sarily derive from a complete and thorough education; an also, to the fact, so important to the rising generation of o State, that such education is within the reach of every o who possesses sufficient determination and persistency. this case, most certainly, the way is open to the will, a none need despair.

Every year witnesses, at Berkeley, the graduation young men whose strong minds and hearts are undismay by poverty and discouraging surroundings, and who go fort with disciplined minds to fight and win in the future as the have in the past.

California is young in the sisterhood of States. H people are greatly absorbed in the acquisition of wealth, an are eagerly seeking immediate and large returns for ever exertion, mental or physical, which they make. Quite natu rally, they ask, "Why should we turn aside from the con test for the possession of those creature comforts, enjoyment and luxuries which wealth is sure to bring, to devote our selves to learning and the culture of the mind?" "Shall

we abandon the road that leads to fortune, and climb, instead, the steep hill of Science?" "How much we should lose, and how little we should gain!"

The answer is plain.

No one who has done so in good faith has ever regretted his steps. All declare that they have lost nothing, neither wealth, social position nor political prescience; that they have gained much, in mental power, broader and deeper insights, and multiplication of resources; and, what is of far more importance to them and their generation, that they have risen far above man the mere animal toward Him in whose image we are made.

But again they ask, "Your reasons acknowledged good, why should our young people enter the University of California, rather than one of the old and famous colleges in the East?"

There are many strong reasons why they should.

Our institution at Berkeley is to-day, owing to its wise and careful financial management by the Board of Regents, well founded, liberally endowed on a permanent plan, and richly supplied with college buildings, apparatus and facilities for furthering instruction. Its educational staff is very large, efficient, broad-minded and progressive. Its members are constantly increasing in numbers through new appointments, so that in our own University a young man can obtain as good an education as at any college in the Union.

Again, it is our University. It was founded and nourished by those who had enjoyed mental training, and who knew the value of it, and our need of it.

It is organized and conducted in accordance with the spirit and wishes of our people, and adjusted to the needs

of every one of our youth. Our children should get their school and college education among their own people, where they expect to reside, think, work, and influence public opinion.

But the boy who is sent to school and college in another country, or even in far removed regions of our own, returns to us more or less a foreigner, in tastes, customs and motives of action. Our ruling ideas, habits of thought and sympathies are strange to him, and he finds, at this late day, that in order to succeed in this field, he must learn much and unlearn much also.

To send a young man, at the college age, thousands of miles away from home, among strangers, with, perhaps, no expectation of seeing him for years at a time, is a trying ordeal for him, and many a one entirely fails to endure the test; whereas, near home, every holiday or vacation brings the happy face back to the paternal roof, where parental love, influence and blessing are poured like sacred oil upon the student head.

Their final educational study, the broadening, deepening, generalizing of their minds, may well be gained in distant Universities or in foreign travel and residence.

Again, the University of California has been organized on the most liberal basis possible. The good in older systems has been carefully retained, while the bad has been as carefully avoided. A large number of courses of studies has been established; and entire freedom of choice among them granted to every qualified applicant. In other words, the University desires to give to every man and woman in California, who is fitted for study, an opportunity to investigate any branch of learning which he or she may select. So generous and progressive in all matters of education is

our institution, that she is acknowledged, in Europe as well as at home, to be among the very best of colleges and Universities.

The conduct of the students and the pervading moral tone are excellent.

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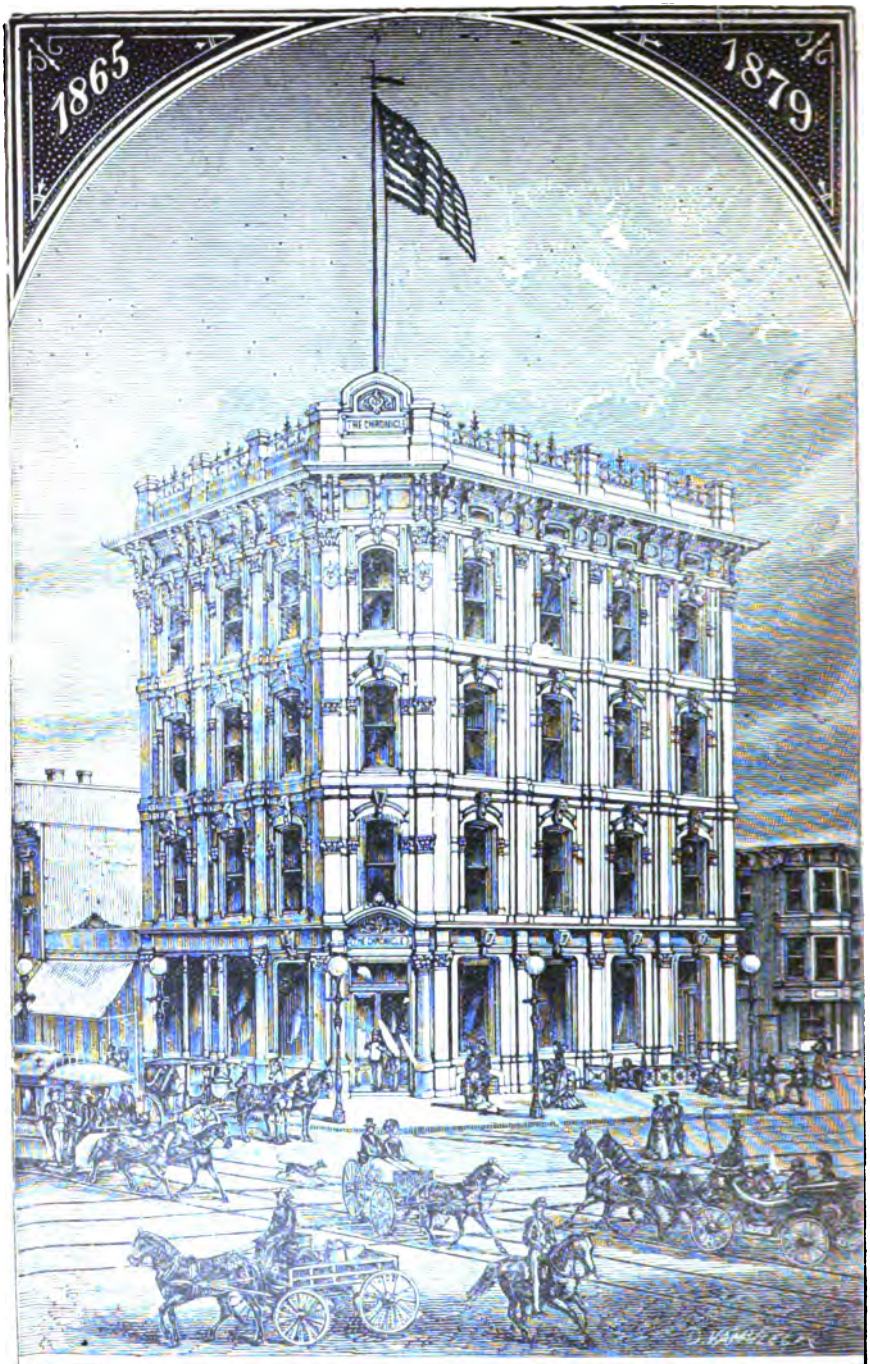

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doubt the existence of an affinity, or, at least, intercourse, between tribes, who had the same strange habit of burying the dead in a sitting posture, as was practised, to some extent, by most, if not all, of the Aborigines, from Canada to Patagonia. The habit of burning the dead, familiar to both Mongols and Aztecs, is, in itself, but slender proof of a common origin. The body must be disposed of in some way; and this, perhaps, is as natural as any other. But, when to this is added the circumstance of collecting the ashes in a vase, and depositing the single article of a precious stone along with them, the coincidence is remarkable. Such minute coincidences are not unfrequent: while the accumulation of those of a more general character, though individually of little account, greatly strengthens the probability of a communication with the East.

A proof of a higher kind is found in the analogies of *science*. We have seen the peculiar chronological system of the Aztecs; their method of distributing the years into cycles, and of reckoning by means of periodical series, instead of numbers. A similar process was used by the various Asiatic nations of the Mongol family, from India to Japan. Their cycles, indeed, consisted of sixty, instead of fifty-two years; and for the terms of their periodical series they employed the names of the elements and the signs of the zodiac, of which latter the Mexicans, probably, had no knowledge. But the principle was precisely the same.

A correspondence quite as extraordinary is found between the hieroglyphics used by the Aztects for the signs of the days, and those zodiacal signs which the Eastern Asiatics employed as one of the terms of their series. The symbols in the Mongolian calendar are borrowed from animals. Four of the twelve are the same as the Aztecs. Three others are

as nearly the same as the different species of animals in the two hemispheres would allow. The remaining five refer to no creature then found in Anahuac. The resemblance went as far as it could. The similarity of these conventional symbols, among the several nations of the East, can hardly fail to carry conviction of a common origin for the system, as regards them. Why should not a similar conclusion be applied to the Aztec calendar, which, although relating to days, instead of years, was, like the Asiatic, equally appropriated to chronological uses, and to those of divination.

I shall pass over the further resemblance to the Persians, shown in the adjustment of time by a similar system of intercalation; and to the Egyptians in the celebration of the remarkable festival of the winter solstice; since, although sufficiently curious, the coincidences might be accidental, and add little to the weight of evidence offered by an agreement in combinations of so complex and artificial a character as those before stated.

Amidst these intellectual analogies one would expect to meet with that of *language*, the vehicle of intellectual communication, which usually exhibits traces of its origin, even when the science and literature, that are embodied in it, have widely diverged. No inquiry, however, has led to less satisfactory results. The languages spread over the western continent far exceed in number those found in any equal population in the eastern. They exhibit the remarkable anomaly of differing as widely in etymology as they agree in organization; and, on the other hand, while they bear some slight affinity to the languages of the Old World in the former particular, they have no resemblance to them whatever in the latter. The Mexican was spoken for an extent of three hundred leagues. But within the boundaries of New Spain

more than twenty languages were found; not simply dialects, but, in many instances, radically different. All these idioms, however, with one exception, conformed to that peculiar synthetic structure, by which every Indian dialect appears to have been fashioned, from the land of the Esquimaux to Terra del Fuego; a system which, bringing the greatest number of ideas within the smallest possible compass, condenses whole sentences into a single word, displaying a curious mechanism, in which some discern the hand of the philosopher, and others only the spontaneous efforts of the savage.

The etymological affinities detected with the ancient continent are not very numerous, and they are drawn indiscriminately from all the tribes scattered over America. On the whole, more analogies have been found with the idioms of Asia than of any other quarter. But their amount is too inconsiderable to balance the opposite conclusion inferred by a total dissimilarity of structure. A remarkable exception is found in the Othomi or Otomie language, which covers a wider territory than any other but the Mexican, in New Spain; and which, both in its monosyllabic composition, so different from those around it, and in its vocabulary, shows a very singular affinity to the Chinese. The existence of this insulated idiom, in the heart of this vast continent, offers a curious theme for speculation, entirely beyond the province of history.

The American languages, so numerous and widely diversified, present an immense field of inquiry, which, notwithstanding the labors of several distinguished philologists, remains yet to be explored. It is only after a wide comparison of examples that the conclusions founded on analogy can be trusted. The difficulty of making such comparisons in-

creases with time, from the facility which the peculiar structure of the Indian languages affords for new combinations; while the insensible influence of contact with civilized man, in producing these, must lead to a still further distrust of our conclusions.

The theory of an Asiatic origin for Aztec civilization derives stronger confirmation from the light of *tradition*, which, shining steadily from the far North-west, pierces through the dark shadows that history and mythology have alike thrown around the antiquities of the country. Traditions of a Western, or North-western origin, were found among the more barbarous tribes, and the Mexicans were preserved both orally and in their hieroglyphical maps, where the different stages of their migration are carefully noted. ut who, at this day, sh all read them? They are admitted to agree, however, in representing the populous North as the prolific hive of the American races. In this quarter were placed their Aztlan, and their Huehuetapallan; the bright abodes of their ancestors, whose warlike exploits rivalled those which the Teutonic nations have recorded of Odin and the mythic heroes of Scandinavia. From this quarter the Toltecs, the Chichemecs, and the kindred races of the Nahuatlacs, came successively up the great plateau of the Andes, spreading over its hills and valleys, down to the Gulf of Mexico.

Antiquaries have industriously sought to detect some still surviving traces of these migrations. In the north-western districts of New Spain, at a thousand miles distance from the capital, dialects have been discovered, showing intimate affinity with the Mexican. Along the Rio Gila remains of populous towns are to be seen, quite worthy of the Aztecs in their style of architecture. The country north of

the great Rio Colorado has been perfectly explored; but, in the higher latitudes, in the neighborhood of Nootka, tribes exist whose dialects, both in the termination and general sound of the words, bear considerable resemblance to the Mexican. Such are the vestiges, few, indeed, and feeble, that still exist to attest the truth of traditions, which themselves have remained steady and consistent, through the lapse of centuries, and the migrations of successive races.

The conclusions suggested by the intellectual and moral analogies with Eastern Asia derive considerable support from those of a *physical nature.* The Aborigines of the Western World were distinguished by certain peculiarities of organization which have led physiologists to regard them as a separate race. These peculiarities are shown in their reddish complexion, approaching a cinnamon color; their straight, black and exceedingly glossy hair; their beard thin, and usually eradicated; their high cheek-bones, eyes obliquely directed towards the temples, prominent noses and narrow foreheads falling backwards with a greater inclination than those of any other race except the African. From this general standard, however, there are deviations, in the same manner, if not to the same extent, as in other quarters of the globe, though these deviations do not seem to be influenced by the same laws of position. Anatomists, also, have discerned in crania disinterred from the mounds, and in those of the inhabitants of the high plains of the Cordilleras, an obvious difference from those of the more barbarous tribes. This is seen especially in the ampler forehead, intimating a decided intellectual superiority. These characteristics are found to bear a close resemblance to those of the Mongolian family, and especially to the people of Eastern Tartary; so that, notwithstanding certain differences recognized by phys-

iologists, the skulls of the two races could not be distinguished from one another by a common observe inference can be surely drawn, however, without range of comparison. That hitherto made has been founded on specimens from the barbarous tribes. F a closer comparison with the more civilized may supp stronger evidence of affinity.

In seeking for analogies with the Old World, we not pass by in silence the *architectural remains* of the try, which, indeed, from their resemblance to the pyr structures of the East, have suggested to more than o tiquary the idea of a common origin. The Spanish inv it is true, assailed the Indian buildings, especially th a religious character, with all the fury of fanaticism. same spirit survived in the generations which succ The war has never ceased against the monuments country; and the few that fanaticism has spared have nearly demolished to serve the purposes of utility. the stately edifices, so much extolled by the Spaniard first visited the country, there are scarcely more vesti the present day than are to be found in some of tho gions of Europe and Asia, which once swarmed with lous cities, the great marts of luxury and commerce. some of these remains, like the temple of Xochicalc palaces of Tezcotzinco, the colossal calendar-stone i capital, are of sufficient magnitude, and wrought with cient skill, to attest mechanical powers in the Aztec unworthy to be compared with those of the ancient E ians.

But, if the remains on the Mexican soil are so s they multiply as we descend the south-eastern slope c Cordilleras, traverse the rich Valley of Oaxaca, and

trate the forests of Chiapa and Yucatan. In the midst of these lonely regions we meet with ruins, recently discovered, of several ancient cities, Mitla, Palenque, and Itzalana or Uxmal, which argue a higher civilization than any thing yet found on the American continent; and, although it was not the Mexicans who built these cities, yet as they are probably the work of cognate races, the present inquiry would be incomplete without some attempt to ascertain what light they can throw on the origin of the Indian, and consequently of the Aztec, civilization.

Few works of art have been found in the neighborhood of any of the ruins. Some of them, consisting of earthen or marble vases, fragments of statues, and the like, are fantastic, and even hideous; others show much grace and beauty of design, and are apparently well executed. It may seem extraordinary that no iron in the buildings themselves, nor iron tools, should have been discovered, considering that the materials used are chiefly granite, very hard, and carefully hewn and polished. Red copper chisels and axes have been picked up in the midst of large blocks of granite imperfectly cut, with fragments of pillars and architraves, in the quarries near Mitla. Tools of a similar kind have been discovered, also, in the quarries near Thebes, and the difficulty, nay, impossibility, of cutting such masses from the living rock, with any tools which we possess, except iron, has confirmed the ingenious writer in the supposition that this metal must have been employed by the Egyptians, but that its tendency to decomposition, especially in a nitrous soil, has prevented any specimens of it from being preserved. Yet iron has been found, after the lapse of some thousands of years, in the remains of antiquity; and it is certain that the Mexicans, down to the time of the Conquest, used only copper

tional forms of their hieroglyphics. But the sculptures on the Palenque buildings are in relief, unlike the Egyptian, which are usually in "intaglio." The Egyptians were not very successful in their representations of the human figure, which are on the same invariable model, always in profile, from the greater facility of execution this presents over the front view; the full eye is placed on the side of the head, while the countenance is similar in all, and perfectly destitute of expression. The Palenque artists were equally awkward in representing the various attitudes of the body, which they delineated also in profile. But the parts are executed with much correctness, and sometimes gracefully; the costume is rich and various; and the ornamental head-dress, typical, perhaps, like the Aztec, of the name and condition of the party, conforms in its magnificence to the Oriental taste. The countenance is various, and often expressive. The contour of the head is, indeed, most extraordinary, describing almost a semicircle from the forehead to the tip of the nose, and contracted towards the crown, whether from the artificial pressure practised by many of the Aborigines or from some preposterous notion of ideal beauty. But, while superior in the execution of the details, the Palenque artist was far inferior to the Egyptian in the number and variety of the objects displayed by him, which, on the Theban temples, comprehend animals as well as men, and almost every conceivable object of use or elegant art.

The hieroglyphics are too few on the American buildings to authorize any decisive inference. On comparing them, however, with those of the Dresden codex, probably from this same quarter of the country, with those on the monument of Xochicalco, and with the ruder picture-writing of the Aztecs, it is not easy discern any thing which indicates

a common system. Still less obvious is the resemblance to the Egyptian characters, whose refined and delicate abbreviations approach almost to the simplicity of an alphabet. Yet the Palenque writing shows an advanced stage of the art; and, though somewhat clumsy, intimates, by the conventional and arbitrary forms of the hieroglyphics, that it was symbolical, and perhaps phonetic, in its character. That its mysterious import will ever be deciphered is scarcely to be expected. The language of the race who employed it, the race itself, is unknown. And it is not likely that another Rosetta stone will be found, with its trilingual inscription, to supply the means of comparison, and to guide the American Champollion in the path of discovery.

It is impossible to contemplate these mysterious monuments of a lost civilization without a strong feeling of curiosity as to who were their architects, and what is their probable age. The data, on which to rest our conjectures of their age, are not very substantial; although some find in them a warrant for an antiquity of thousands of years, coeval with the architecture of Egypt and Hindostan. But the interpretation of hieroglyphics, and the apparent duration of trees, are vague and unsatisfactory. And how far can we desire an argument from discoloration and dilapidated condition of the ruins, when we find so many structures of the Middle Ages dark and mouldering with decay, while the marbles of the Acropolis, and the gray stone of Pæstum, still shine in their primitive splendor?

There are, however, undoubted proofs of considerable age to be found there. Trees have shot up in the midst of the buildings, which measure, it is said, more than nine feet in diameter. A still more striking fact is the accumulation of vegetable mould in one of the courts to the depth of nine

feet above the pavement. This in our latitude would be decisive of a very great antiquity. But in the rich soil of Yucatan, and under the ardent sun of the tropics, vegetation bursts forth with irrepressible exuberance, and generations of plants succeed each other without intermission, leaving an accumulation of deposits that would have perished under a northern winter. Another evidence of their age is afforded by the circumstance that in one of the courts of Uxmal, the granite pavement, on which the figures of tortoises were raised in relief, is worn nearly smooth by the feet of the crowds who have passed over it; a curious fact, suggesting inferences both in regard to the age and population of the place. Lastly, we have authority for carrying back to the date of many of these ruins to a certain period, since they were found in a deserted, and probably dilapidated, state by the first Spaniards who entered the country. Their notices, indeed, are brief and casual, for the old Conquerors had little respect for works of art; and it is fortunate for these structures that they had ceased to be the living temples of the gods, since no merit of architecture, probably, would have availed to save them from the general doom of the monuments of Mexico.

If we find it so difficult to settle the age of these buildings, what can we hope to know of their architects? Little can be gleaned from the rude people by whom they are surrounded. The old Texcucan chronicler, so often quoted by me, the best authority for the traditions of his country, reports that the Toltecs, on the breaking up of their empire—which he places, earlier than most authorities, in the middle of the tenth century—migrating from Anahuac, spread themselves over Guatemala, Tuhuantepec, Campeachy, and the coasts and neighboring isles on both sides of the Isthmus.

This assertion, important, considering its source, is confirmed by the fact that several of the nations in that quarter adopted systems of astronomy and chronology, as well as sacerdotal institutions, very similar to the Aztec, which, as we have seen, were also probably derived from the Toltecs, their more polished predecessors in the land.

If so recent a date for the construction of the American buildings be thought incompatible with this oblivion of their origin, it should be remembered how treacherous a thing is tradition, and how easily the links of the chain are severed. The builders of the pyramids had been forgotten before the time of the earliest Greek historians. The ntiquary still disputes, whether the frightful inclination of that arcitectural miracle, the tower of Pisa, standing, as it does, in the heart of a populous city, was the work of accident or design. And we have seen how soon the Tezcucans, dwelling amidst the ruins of their royal palaces, built just before the Conquest, had forgotten their history, while the more inquisitive traveller refers their construction to some remote period before the Aztec.

The reader has now seen the principal points of coincidence insisted on between the civilization of ancient Mexico and the eastern hemisphere. In presenting them to him, I have endeavored to confine myself to such as rest on sure historic grounds; and not so much to offer my own opinion as to enable him to form one for himself. There are some material embarrassments in the way to this, however, which must not be passed over in silence. These consist, not in explaining the fact that, while the mythic system and the science of the Aztecs afford some striking points of analogy with the Asiatic, they should differ in so many more; for the same phenomenon is found among the nations of the Old

World, who seem to have borrowed from one another those ideas, only, best suited to their peculiar genius and institutions. Nor does the difficulty lie in accounting for the great dissimilarity of the American languages to those in the other hemisphere; for the difference with these is not greater than what exists among themselves; and no one will contend for a separate origin for each of the Aboriginal tribes. But it is scarcely possible to reconcile the knowledge of Orital science with the total ignorance of some of the most serviceable and familiar arts, as the use of milk and iron, for example; arts so simple, yet so important to domestic comfort that, when once acquired, they could hardly be lost.

The Aztecs had no useful domesticated animals. And we have seen that they employed bronze, as a substitute for iron, for all mechanical purposes. The bison, or wild cow of America, however, which ranges in countless herds over the magnificent prairies of the west, yields milk like the tame animal of the same species, in Asia and Europe; and iron was scattered in large masses over the surface of the table-land. Yet there have been people considerably civilized in Eastern Asia, who were almost equally strangers to the use of milk. The buffalo range was not so much on the western coast as on the eastern slopes of the Rocky Mountains; and the migratory Aztec might well doubt whether the wild, uncouth monsters, whom he occasionally saw bounding with such fury over the distant plains, were capable of domestication, like the meek animals which he had left grazing in the green pastures of Asia. Iron, too, though met with on the surface of the ground, was more tenacious and harder to work than copper, which he also found in much greater quantities on his route. It is possible, moreover, that his migration may have been previous to the time when iron was

used by his nation; for we have seen more than on
in the Old World employing bronze and copper, wi
ignorance, apparently, of any more serviceable meta
is the explanation, unsatisfactory, indeed, but the b
suggests itself, of this curious anomaly.

The consideration of these and similar difficul
led some writers to regard the antique American civ
as purely indigenous. Whichever way we turn, the
is full of embarrassment. It is easy, indeed, by fa
the attention on one portion of it, to come to a con
In this way, while some feel little hesitation in pron
the American civilization original, others, no less ce
discern in it a Hebrew, or an Egyptian, or a Chines
Tartar origin, as their eyes are attracted by the light
ogy too exclusive to this or the other quarter. The
of contradictory lights, of itself, perplexes the jud
and prevents us from arriving at a precise and posit
ference. Indeed, the affectation of this, in so dou
matters, argues a most unphilosophical mind. Yet,
there is most doubt, there is often the most dogmatis

The reader of the preceding pages may, perhaps,
esce in the general conclusions—not startling by the
elty—

First, that the coincidences are sufficiently str
authorize a belief that the civilization of Anahuac w
some degree, influenced by that of Eastern Asia.

And, secondly, that the discrepancies are such
carry back the communication to a very remote peri
remote, that this foreign influence has been too feeble
terfere materially with the growth of what may be re
ed, in its essential features, as a peculiar and indig
civilization.

MINING IN CALIFORNIA.

BY JOHN S. HITTELL.

PAN.

The pan is used in all branches of gold mining, either as an instrument for washing, or as a receptacle for gold, amalgam, or rich dirt. It is made of stiff tin or sheet iron, with a flat bottom about a foot across, with sides six inches high, rising at an angle of forty-five degrees. A little variation in the size or shape of the pan will not injure its value for washing. Sheet iron is preferable to tin, because it is usually stronger and does not amalgamate with mercury. The pan is the simplest of all instruments used for washing auriferous dirt. Some dirt, not enough to fill it full, is put in, and the pan is then put under water. The water ought to be not more than a foot deep, so that the pan may rest on the bottom, while the miner inserts his fingers in and under the dirt and lifts it up a little, so that the whole mass is wet. If the water be deep, the pan may be held in one hand while the other is used to stir up the dirt, but it is more convenient to take both. The dirt having been filled with water, the miner catches the pan at the sides, raises that part toward his body, and lowers the outer edge a little, and commences to shake the pan from side to side, holding it so that all the dirt is under water, and so that a little of the dirt can escape over the outer edge. The earthy part of the dirt is rapidly dissolved by the water, assisted by the shaking of the pan and the rolling of the gravel from side to side,

so as to change the position of the particles, and bring all the sand in the range of his breath. The gold cannot be cleansed perfectly in this manner, but the sand contains iron, and the little of it remaining is easily removed by a magnet. The blower should be very smooth, and made of either tin, brass or copper.

DRY WASHING.

Dry washing is a method of winnowing gold from dirt. In many parts of the mining districts of California, water cannot be obtained during the summer for mining purposes. The miner therefore manages to wash his dirt without water. He takes only rich dirt, and putting it on a rawhide, he pulverizes all the lumps and picks out the large stones. He then with a large flat basin throws the dirt up into the air, catches it as it comes down, throws it up again, and repeats this operation until nothing but gold remains. Of course a pleasant breeze, that will carry away the dust, is a great assistance to the operation. Sometimes two men have a hide or blanket, with which they throw up the dirt. The process is very similar to the ancient method of separating grain from chaff. The miner who devotes himself to dry washing must be very particular to take only rich dirt, so he scrapes the bed-rock carefully. He never digs very deep—not more than twenty feet; and when he goes beyond seven or eight feet he "coyotes," or burrows after the pay-dirt. He may coyote into the side of a hill, or sink a shaft and coyote in all directions from it. This style of mining is named from the resemblance of the holes to the burrows of the coyote, or California wolf. Coyoting is not confined to the dry washing, but is used also by miners washing with the pan and cradle. One of the Congressmen elected some

years ago to represent California at Washington, was a miner at the time of his nomination, and was so fond of coyoting that he was generally known as "Coyote Joe."

DRY DIGGING.

Dry digging is that mining where the miner, after using the shovel to strip off the barren dirt, scrapes the pay-dirt over with a knife, picking out the particles of gold as he comes to them, and throwing away the earthy matter. This is a slow process, but in rich placers may be profitable. The miner is, of course, particular to examine all the crevices in the bed-rock; and if the material be slate, he digs up part of it, to see whether the gold has not found its way into cracks scarcely perceptible on the surface. "Dry digging," as a mode of mining, must not be confounded with "dry diggings," a kind of mining-ground which has been described near the beginning of this chapter.

Knife-mining differs a little from dry digging. In the latter, a shovel is used to strip off the barren dirt; whereas the knife-mining is practised in those places where the gold is deposited in crevices in rocks along the banks of streams, without any covering of barren dirt, so that the knife alone is used in scraping out the dirt; and afterward the dirt, being placed in a pan, may be washed in water, which is never used in dry digging.

PUDDLING-BOX.

The puddling-box is a rough wooden box, about a foot deep and six feet square, and is used for dissolving very tough clay. The clay is thrown into the box, with water, and a miner stirs the stuff with a hoe until the clay is all thoroughly dissolved, when he takes a plug from an auger-hole about four inches from the bottom, and lets the thin

solution of the clay run off, while the heavier material, including the gold, remains at the bottom. He then puts in the plug again, fills up the box with water, throws in more clay, and repeats the process again and again until night, when he cleans up with a cradle or pan. The puddling-box is used only in small mining operations, and never with the sluice or in hydraulic claims.

TUNNEL-MINING.

A tunnel, in California mining, is an adit or drift entering a hill-side, or running out from a shaft. Mining-tunnels are usually horizontal—those entering hill-sides having a slight ascent, for the double purpose of draining the mine, and to facilitate the removal of the pay-dirt. In a few hills the tunnels run downward at an angle of twenty degrees or more, to avoid veins or ledges of rock, which would have to be blasted through if the tunnel were cut horizontally; but this can only be done with safety in hills which are drained by older horizontal tunnels.

The mining-tunnel does not run through a hill, but only into it. The length of tunnels varies greatly; the longest are about a mile. The usual height is seven feet, the width five feet. Originally the top must be supported by timbers, to prevent it from falling in, and not unfrequently the side, must also be protected by boards. The cost of cutting a tunnel varies from two to forty dollars a longitudinal foot, according to the nature of the ground, the cost of getting timbers, etc. Two or three men work at a time cutting a tunnel; or two to dig the dirt, and one or two to haul it out. The dirt of the first fifty yards is hauled out in a wheelbarrow; beyond that distance a little tram-way or railroad is laid down, and the dirt is hauled out in cars, pushed by the miners. It is not customary to use horses. It is common

to have two relays of laborers—one set working fro to midnight, the other from midnight to noon. W tunnel is as pleasant at night as in daytime. When pany is rich, or has many laborers, it may have thre each to work eight hours in the twenty-four.

It is not uncommon for two companies, owning claims in a hill, to unite and cut a tunnel on joint along the dividing line. They go in until they r pay-dirt, and then a surveyor is employed to run the tween their claims, and the tunnel is continued thro pay-dirt. The dirt from the tunnel is washed for t account of the two companies. After the dividing l been established, each company keeps on its own si each has its time to use the tram-way. They may al a joint-stock sluice at the mouth of the tunnel—one c having the privilege of using the sluice one week, other the next. All the dirt brought out in a w readily be washed in a day. The work of taking pay-dirt after the main tunnel has been cut, is called ing;" and the holes made by the men engaged in it a ed "drifts." The drifts are usually not so high as t nels. The large stones and barren dirt obtained in th are piled up here and there to sustain the earth ov Sometimes wooden posts are likewise necessary.

SHAFTS.

Shafts are used in prospecting, and also in mining the claims are deep and cannot be reached by either t draulic process or the tunnel. The prospecting s sometimes sunk into the hills supposed to be auri where the shaft is far less expensive than the tunnel. the shaft demonstrates that the dirt is rich, and preci altitude at which it lies, a tunnel is cut to strike it. Th

may be the cheaper for prospecting, but the tunnel is usually the cheaper if any large amount of dirt is to be taken out. The shaft is dug by one man in the hole, and one or two are employed at a windlass in hauling up the dirt. Mining-shafts in placer diggings are rarely over one hundred feet deep; but one was dug in Trinity county to the depth of six hundred feet, for the purpose of prospecting, but it found neither pay-dirt nor the bed-rock.

RIVER-MINING.

River-mining is mining for gold in the beds of rivers, below low-water mark. The only practicable method of doing this is by damming the stream, and taking the water out of its bed in a ditch or flume. It has been proposed by persons who never saw the mines, to get the gold by dredging, or with a diving-bell; but such schemes are absurd in the eyes of miners. The rivers in which gold is found are mountain torrents, in which a canoe can scarcely float in summer, much less a dredging-machine; and any large scoop working under water would miss the crevices and corners in the rocks where most of the gold is found. The flume, the ditch, and the wing-dam are the chief tasks of the river miner. The ditch is rarely used, because the banks of the mining streams are usually so steep, high, rocky and crooked that a flume is cheaper. The wing-dam is not often used, because the river beds are in most places too narrow. The flume is almost universally employed.

The work of river-mining can be done only during the summer and fall, while the water is low, and while the miner can have confidence that it will not rise. It may be as low in January as in August, but the winter is the season of rains; and when the flood comes it sweeps dams, flumes and

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footed and perchance dirty-faced boys will be managing the world's business? How anxiously a sensitive child looks for a word of praise when he has earned it! How one success inspires to win others! Your help is needed in this work, parents. You need not say that it matters little to you what becomes of another man's child. No man knows how intimately the interests of his own children may in a short time be connected with those of other children growing up beside them. Your sons and daughters will be apt to marry from among their playmates; I know of many cases, my own among the rest, where the affection which led to marriage began in the school-room. It is every man's induty to look carefully to the interests of every other man's children, when and where it is possible.

Teachers are human beings. They appreciate a bit of neatly given flattery. It is up-hill work to find a motive power in "a sense of duty" or the fear of losing a position. These are the same, in force, to the teacher, that the fear of disapproval and thrsahing are to the pupil. Talk about incentives! Who of us is not influenced by the opinions of his fellow-men? The man who does not care for what others think of and say about him is fit only for the hermit's cell or the felon's dungeon.

There may be cases where teachers would lose their positions directly, if they were closely watched. That would be better for all concerned. If the teacher is not suitable, why should it not be found out at once, instead of waiting three or six months? I do not suppose that a man claiming to be a blacksmith can work anywhere, over a week, without its becoming known whether he is or is not a good workman.

Perhaps some teacher may say the parents of his pupils are not competent judges. If they are not, then why not? If the statement be true, it must be because parents do not pay enough attention to school matters to keep themselves well informed. Whenever judgment is passed upon our work, it is by parents of our pupils. Upon them our reputation depends.

But the occasional, critical visitor is a nuisance. It should be the rule and not the exception, to find parents in the school-room. The pupils would soon learn to expect and enjoy company. In many instances teachers who have been in a district several months hardly know their patrons by sight. It is not strange in such cases that small disturbances among pupils become magnified, as they often do, into immense evils.

The key-note of success in any school is a feeling of confidence between teacher and patron.

The wisest teachers can profit by the suggestions of their patrons. Let teachers urge their patrons to visit the school and if they can secure the co-operation of the parents, the heaviest burdens will soon be removed.

OFFICIAL DEPARTMEN

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC I
TION, AND ADAIR WELCKER, DEPUTY SUPERINTENDEN

DEAR SIR: It is not necessary for a teacher holdin diploma of this State, granted prior to the adoption of t Constitution, to hold a certificate. The fact that such ment has been granted entitles a holder to teach. But a courtesy would suggest, however, that he ought to obtai tificate.

2. When a School Trustee wilfully disobeys the l proper thing to do is to lay the matter before the District ney, and he will either give such advice or take such st may be necessary in the matter.

DEAR SIR: In answer to your communication of th inst., I have to say: 1. High School Certificates may be g by the County Board of Education on Life Diplomas and cational Diplomas of California; on California State N School Diplomas; California State University Diplomas recommended by the Faculty of the University); on High S Certificates of other cities of California, and upon the Li plomas and State Normal School Diplomas of other S 2 The County Superintendent may, upon the order c County Board of Education, issue temporary Certificates holders of *any* certificates granted in other cities, counti cities and counties of this State, which are valid and i force. These temporary certificates cannot be issued on ex certificates, and they must be of like grade with the certif upon which they are issued.

DEAR SIR: Your favor of the 14th is at hand. A book from which "no instructions are given," "merely used to sing an opening piece from," cannot, in my opinion, be considered a text-book; and if the scholars are not compelled to buy it, and it does not interfere with the prescribed course of study, I see no objection to its use.

DEAR SIR: No book can be used as a text-book which is not on the list adopted by the County Board of Education. The County Board cannot authorize the use of books not on the list adopted by them after having adopted a list to be used in the public schools of the county.

DEAR SIR: In reply to your favor of the 10th, I have to say: 1 It is necessary for the teachers in a High School to hold the High School Certificates provided for in Sec. 1791 Pol. Code. 2. The County Board of Education has acquired the powers and duties of the Sacramento City Board of Examination in relation to the granting of certificates for the city of Sacramento. As the City Board of Examination could, prior to the adoption of the constitutional amendment, grant full term city certificates upon like certificates of other cities, the Sacramento County Board can now do so for the city. It cannot, however, grant a county certificate upon one of these city certificates. 3. The County Board of Education may grant certificates upon the diplomas granted to the graduates of the Normal department of the Girls' High School of San Francisco. 4. When a member of the County Board of Education prepares students for examination by the Board of which he is a member, his action is, in my opinion, unprofessional conduct.

DEAR SIR: Your favor of the 10th is at hand. You say that a book agent in your county is misrepresenting matters, and is selling to School Trustees books for school libraries, at rates

increased 25 per cent. or more over the regular retail prices, and you ask what steps should be taken to protect the library funds. In my opinion the Superintendent should refuse to draw a warrant on an order which shows these facts upon its face.

DEAR SIR: Your favor of the 9th is at hand. You say that about a year ago your Board of Education adopted for use in the public schools of your county Steele's Fourteen Weeks in Physiology, and you desire to know—

1. Whether another work can be substituted in its place at the present time. My answer is No. No change of text books can be made, except in the months of May or June; and works once adopted must be continued in use four years.

2. This would also prevent the adoption of smaller supplementary works, and would prevent their use as text-books.

DEAR SIR: Under the notice of election set forth in your communication, Miss ———is clearly entitled to pay at the rate of $65 per school month of twenty days, and the Trustees ought to pay her.

2. The Trustees are right in refusing to pay an indebtedness which accrued last year out of the funds of this year, and since the funds of last year are exhausted I fear that she will have to lose what is due to her for that year. She should have been paid at the time, and the funds were improperly used for other purposes.

DEAR SIR: Yours of the 21st is at hand. The County Board of Education can grant certificates without examination to such persons only as hold California Life diplomas, California Educational diplomas, California State Normal Diplomas, California State University diplomas (when recommended by the Faculty thereof), State Normal School diplomas of other States and unexpired State Certificates of this State.

2. Under Sec. 1860 Pol. Code, no *district* is entitled to receive any apportionment of State or county moneys unless the teachers therein hold legal certificates.

DEAR SIR: To an imperfect statement of the facts of the matter referred to in your letter of the 19th, a reply has already been given by this office. If music readers have been adopted by the County Board of Education for use in the schools of your county, those adopted must be used, and no others can be used, either for opening exercises or for instruction at any time during the school hours. Sec. 1875 of the Political Code, provides that a part of the State apportionment shall be withheld from districts which use text-books (and this in my opinion would include sheet-music used for the same purpose) not on the list adopted by the County Board of Education.

DEAR MISS: Sec. 5 of the Rules and Regulations of the Public Schools of California, p. 65 of the School Law, says:

"Principals shall be held responsible for the general management and discipline of their schools * * *; and the assistant teachers shall follow their directions."

BOOK NOTICES AND CLIPPINGS FROM REVIEWS.

LONDON VICE.—Cardinal Manning, in the October number of the "North American Review," sustains the charge of the "Pall Mall Gazette," about the infamous crimes of London. Speaking of the existing law of England, the Cardinal thus shows how they encourage inhuman crimes:

"By our present legal code a girl cannot give her consent to marriage before the age of 21, but she is regarded as capable of consenting to her own ruin at the age of 13 years. The man who marries her before 21 is punishable by law. The man who ruins a child of 13 escapes with impunity. She may ruin herself at 13, but cannot marry, for defect of consent, till 21. If any one should know that his dog or cat were detained in any house, the police, with all expedition, could search for his property. But if he knew that his child were detained in the house, neither he nor the police could enter it. His only remedy would be a writ of *habeas corpus*, which could not be obtained for many hours, and perhaps for days; but the ruin of the child might be at any moment. Once more I say, children of 13, and all girls above that age, are supposed to be free agents, and capable of consenting to their own ruin; thus he who ruins them for life escapes with impunity, on the rule '*Volenti non fit injuria.*' It has been therefore solemnly argued, by men who have great legal reputation, that the abominable and inhuman trade of the procurer and the procuress cannot be punishable at law, because the end to which their hideous traffic is directed is

not illegal. Here we have another legal dictum; the accomplices are not punishable because the principals are within the rights of their liberty."

After stating how every effort to amend these infamous laws was persistently defeated "for five long years," the Cardinal then refers to Mr. Stead's assault:

"This heartless delay, full of fatal consequences of demoralization and wreck and ruin to the innocent, the helplessness of our people, justly aroused the indignation of those to whom justice and mercy are more dear than the redistribution of seats or the disfranchisement for medical relief. Prompted—I might say stung—by an indignant impatience, the editor of the 'Pall Mall Gazette," and other like-minded men, defying all antagonists, entered upon their warfare against the dominion of cruelty and lust. I have said elsewhere, that many of those who profoundly sympathize in the motives which induced the 'Pall Mall Gazette' to take up the question might have desired its modes and expressions to have been revised and chastened; but that in such a matter of moral life and death, and above all, when the obloquy and calumny of the bad, and hasty and short-sighted censures of some good men, were heaped upon those who entered the furnace to save souls, I should hold it to be not only ungenerous, but cowardly and cruel, not to stand between the handful of men who, for the moral life of England, dared this courageous action, and the whole world of their censors. The substance of this action is intrinsically just and merciful. The incidental evils that may arise are of a lower order, and depend upon the use or the abuse which individuals may make of these terrible revelations."

POETS OF AMERICA, by Edmund Clarence Stedman, author of "Victorian Poets." Published by Houghton, Mifflin & Co., Boston. Price, cloth, $2.25. This work is a masterly survey of the leading poets of America, embracing an amount of information not to be found elsewhere in a single volume. The works of Bryant, Whittier, Emerson, Longfellow, Poe, Holmes, Lowell, Whitman, Taylor and others are critically and impartially reviewed. We heartily commend the book to all lovers of the finest poetry of our native land.

A HISTORY OF THE UNITED STATES FOR SCHOOLS. By Alex. Johnston. New York: Henry Holt & Co., 1885.

This book is the best American school history we have yet seen. It is embellished with fine maps and engravings, and written in a most entertaining style. The final chapter is an able summary of American growth and development.

UNCLE TOM'S CABIN. New edition, 1885. With an introduction by the author. Published by Houghton, Mifflin & Co., Boston.

This world-famous book of 500 pages is now offered to the public in a new and attractive edition for $1. Little in the way of criticism can be added upon this extraordinary work, which, excepting the Bible, has wielded an influence upon mankind without a parallel. It played a part in preparing the North for the extermination of human slavery which must forever associate its name with that great stain on American history. Yet, while the interest of the book centers round an institution that has passed away, it still breathes noble, lofty sentiments adapted to all time, linked to a powerful story, traced by a master-hand.

THE NOVEMBER "CENTURY."—In the initial number of the new "Century" year, beginning the thirty-first volume of the magazine, special stress is laid on fiction, which includes three short stories and parts of two serials. Of the former, "A Cloud on the Mountain," by Mrs. Mary Hallock Foote, is a stirring romance of Idaho ranch life; a full-page drawing by the author to illustrate the story is the frontispiece of the number, and is engraved by Mr. T. Cole, who is now working in Italy for the "Century;" "A Story of Seven Devils" is one of Mr. Stockton's characteristic tales of humor and ingenuity; and "The Mystery of Wilhelm Ritter," by the late Helen Jackson (H. H.) is a tragic romance, the scene of which is laid among the Pennsylvania Dutch. Mr. James' "Bostonians" is continued. The new serial is Mrs. Foote's mining story, "John Bodewin's Testimony," the opening chapters of which gave promise of a novel surpassing in interest the same writer's romance of "The Led-Horse Claim."

"A Photographer's Visit to Petra," which opens the Magazine, is one of the most attractive and unusual articles in point of illustration ever printed in the magazine. Edward L. Wilson contributes a narrative of his daring journey to the decayed city of Petra and of his adventures with the Arabs, and Thomas W. Ludlow introduces the paper with a short historical account. Edmund Gosse contributes a second illustrated paper on "Living English Sculptors," his first article on the subject having appeared in the "Century" for June, 1883. Several fine illustrations accompany the paper on "Setters," in the "Typical Dogs" series, there being in this number six short articles by as many writers.

General Grant's paper describing the campaign and battle of Chattanooga is a feature of the number which will

THE AGE OF DISCOVERIES.

At no time since men have dwelt upon the earth have their notions about the universe undergone so great a change as in the century of which we are now approaching the end. Never before has knowledge increased so rapidly; never before has philosophical speculation been so actively conducted, or its results so widely diffused. It is a characteristic of organic evolution that numerous progressive tendencies, for a long time inconspicuous, now and then unite to bring about a striking and apparently sudden change; or a set of forces, quietly accumulating in one direction, at length unlock some reservoir of force, and abruptly inaugurate a new series of phenomena, as when water rises in a tank until its overflow sets whirling a system of toothed wheels. It may be that Nature makes no leaps, but in this way she now and then makes very long strides. It is in this way that the course of organic development is marked here and there by memorable epochs, which seem to open new chapters in the history of the universe. There was such an epoch when the common ancestor of ascidian and amphioxus first showed rudimentary traces of a vertebral column. There was such an epoch when the air-bladder of early amphibians began to do duty as a lung. Greatest of all, since the epoch, still hidden from our ken, when organic life began upon the surface of the globe, was the birth of that new era when, through a wondrous change in the direction of the working of natural selection, Humanity appeared upon the scene. In the career of the human race we can likewise point to periods in which it has become ap-

unknown to the known. Our own generation has become so wonted to this unresting march of discovery that we already take it as quite a matter of course. Our minds become easily deadened to its real import, and the examples we cite in illustration of it have an air of triteness. We scarcely need to be reminded that all the advances made in locomotion, from the days of Nebuchadnezzar to those of Andrew Jackson, were as nothing compared to the change that has been wrought within a few years by the introduction of railroads. In these times, when Puck has fulfilled his boast and put a girdle about the earth in forty minutes, we are not yet, perhaps, in danger of forgetting that a century has not elapsed since he who caught the lightning upon his kite was laid in the grave. Yet the lesson of these facts, as well as of the grandmother's spinning wheel that stands by the parlor fireside, is well to bear in mind. The change therein effected since Penelope plied her distaff is far less than that which has occurred within the memory of living men. The developments of machinery, which have worked such wonders, have greatly altered the political conditions of human society, so that a large republic like the United States is as snug and compact and easily manageable as was the tiny republic of Switzerland in the eighteenth century. The number of men that can live upon a given area of the earth's surface has been multiplied manifold, and while the mass of human life has thus increased, its value has been at the same time enhanced.—*John Fiske in November Atlantic.*

CASTELLAR ON DEMOCRACY.

The great Spanish orator and patriot, Emilio Castellar, has contributed to the November number of the "North American Review" the most suggestive and comprehensive article on the subject of Democracy that has recently appeared in literature. The special title and application of his article is "The Progress of Democracy in Europe;" but he takes occasion to sum up the whole growth of modern political liberty, both philosophically and historically. He says:

"Continents are like nations, as nations are like individuals. They have their own intellectual and moral character, as well as their physical idiosyncrasies. * * *

"We must not set aside the historical character superimposed by the ages upon the continents, if we desire to understand the evolution in their midst of an element like democracy. By democracies we mean those societies in which the members have equal liberties and equal participation, direct or delegated, in the government. Of course, societies so advanced are not apparent, except in the fullness of times greatly enlightened by religion or by science. The ancient world was never fully democratic, because its very democracies rested upon a basis so contrary to all equality as slavery. Yet the relative republican and democratic peoples of antiquity, in spite of this cancer in the vitals, gave to man in times long past his greatest honors, his brightest radiance of spirit. This is proved by the mere utterance of names like those of the Hellenic republics and those of the Republic of Rome. Likewise in the Middle Ages. The cities of the League of Lombardy, the

Hanseatic cities of Germany, the Hispanian municipalities, the Helvetic cantons, the Dutch Republic, and, as a general rule, all the relatively free cities of that marvelous period have brought humanity its most precious riches, its most glorious titles. * * * Three chief elements have gone to constitute modern Europe, ancient Rome, the Catholic Church, the barbaric invasions. * * * These three elements will sooner or later prove themselves wholly contrary to true democracy. The Roman element, notwithstanding its splendor, brought us, with the Empire, a terrible and absurd form of monarchy. The Germanic element, notwithstanding its individualism, brought us the iron nobility of feudalism, with its castes and strifes. The ecclesiastical element, the most republican and democratic of all, this, with its absolute authority, brought us an intellectual and moral submission irreconcilable with all human rights. * * We must study these well-nigh incommensurable forces and estimate their stature and their prestige in order to comprehend the vigor of a democracy which has been able to smite them down and to set upon the enormous ruins of their altars, their shrines, their temples, their palaces, the prodigious growth of its own new edifice."

"Democracy has such virtue that it has created not only the individual being called the citizen, but also the collective being called the nation. Before democracy attained to public life, there were states, empires, monarchies, but not nationalities. Therefore in Europe the democratic movement cannot be separated from the national movement. And this explains the necessity felt by all democracies for constituting themselves nations first of all, and also the reason of the inconsistency unfortunately committed by some

rope, the democracy that rules in all our states, more or less pure, or mixed with this or that institution alien to its nature and traditions, except in two only, Russia and Turkey. In less than a century we have progressed from absolutism which denied the sovereignty of the nation to mixed democracies which allow a certain degree of national right to men, and more or less extensive or restricted participation by the citizens in the government. If in less than a century our political forms have been evolved from pure monarchies to mixed democracies, then in less than another century we shall pass from mixed democracies to pure democracies. A series of revolutions, linked together as though planned by a single mind and wrought out by a single will, explains this gradual emancipation, which has had to depose feudalism, theocracy and monarchy in order to found over their portentous debris the perfect fullness of their rights.

"The first modern revolution was the Dutch, which expelled the traditional Burgundian dynasty from their narrow but wonderful little district. The second revolution was the British, which overthrew the Stuarts and laid the foundations of parliamentary regimen in Europe. The third was the great American Revolution, which startled the Old World with its remarkable spectacle of its triology of personal liberty, a pacific democracy and a stable republic. The revolution which condensed all these, and which may be called the motor of universal democracy in Europe, was the French Revolution, whose crests rose to the hights of Sinai and Calvary, the typical mounts of revelation. With all these antecedents, with all these efforts, it would be strange indeed if democracy failed to succeed in Europe. Our old continent is not by nature so prepared for the evolution of progressive democracy as the new continent. The ancient institutions,

many of them crumbling, others almost destroyed, tality enough still to hinder and sometimes to check gress. But let us note the factthat all reactions have itory character, and that all revolutions begin by esta themselves uneasily, and end by taking vigorous roo

"Meanwhile from one end to the other of this rope blows the air of hope. Serfdom in Russia is n The great aspirations of Poland are not extinguished, tyrants have buried her body alive, and set her spirit extinct star in the Pantheon of a dead epoch. Gre grown strong and democratic in proportion to the gr her fundamental institutions. Servia, Montenegro, nia and Roumelia have become nations. The Turki pire and the Russian Empire will shortly disappear, force of internal revolutions, the other by force of Eu war. Germany will become parliamentary and lib soon as the imperial and Cæsar-like prestige disappea those who now wear it. Belgium and Holland ap daily nearer to pure democracies. The Helvetic rep on their Alpine hights, will grow in vigor as a lesson example to all. Italy, constituted a progressive natio France, a democratic republic, will prove to be nec organs of universal progress. In virtue of the electo forms lately promulgated, a great democracy will ta place of the English aristocracy. A confederati free peoples will advantageously supplant the mon Austrian Empire. And before our century is ende great revolutions of America and France will have giv their fruits to Christianity, founding glorious amphicyc free peoples and nations in the Old World as well as i New."

DEPARTMENT

FOR

THE UNIVERSITY OF CALIFORNIA.

EDITED BY PROFESSOR FRANK SOULÉ.

STUDENT MORALITY AT THE STATE UNIVERSITY.

BY A STUDENT.

[We publish below the following letter from a student at the University of California. He has been in Berkeley during nearly four years past, and as his character and conduct are exemplary, his statements of fact and inference in relation to student life in the University are worthy of the utmost consideration.—Editor.]

It has often been a matter of comment that in many parts of California the people seem to consider their State University a moral plague spot. To the teacher who has the professional spirit, and who has a proper interest and pride in the educational system of the State, it must seem a question of the highest importance how far the prevailing suspicion against the institution which stands at the apex of that system is justifiable. He must ask how far it is right for him to try to overcome this distrust among those under his charge as pupils.

In writing to a friend on this subject, one would have no difficulty in answering such a question; all that would be

expected would be one's candid opinion. To strangers, however, one's opinion can carry no sufficient authority; by strangers bare assertions will not be considered satisfactory. An argument, which shall convey to the minds of different readers a just conception of the moral condition of student life in Berkeley, is, it seems to the writer, very hard to make. The first difficulty is, that there is no standard of morals upon which all are agreed. The person of Puritan sympathies will be shocked at conduct that seems to his neighbor perfectly becoming and right; and the latter would be repelled by the stern code of the former, and prejudiced against him who supported it. Another troublesome thing is, that a question of morals is generally so complicated with considerations of courtesy or behavior, and religion, that it is impossible to answer the question of morals directly; and when one reflects that men most woefully fail to agree upon a standard of politeness, and of religion, one finds himself at a loss to make those comparisons which are entirely conclusive and satisfactory when there is a standard of comparison. The writer is conscious that his argument is logically immethodical and incomplete; yet he hopes that, among a people so little given to political narrowness and sectarian prejudice as the Californians, his attempt to clear the University of an unjust suspicion will not be misjudged.

How the State University came to have such an ill reputation, why it is that good people have considered it their duty to warn young men against going to the institution, on the plea of its general ungodliness, and of the character of extravagance, shameless profligacy, and viciousness which it was sure to stamp upon one who became a student, it is hard to say. Probably the fact that the University, by its very constitution, has always been more or less the subject of

political wrangling, and, at times, of violent party strife, may go far to account for its bad repute. Again, this same fact has made the press of the State, at times, eager from partisan motives, to censure the University; and then the slightest misconduct of the few was magnified into the sinfulness of many, and all boyish pranks which vexed older people in Berkeley were laid, after a like exaggeration, to the account of the University students, notwithstanding that in Berkeley there are several academies for boys, and that Berkeley, like any other town, has its proportion of vagabonds. Even yet this spirit of unfavorable criticism seems to animate the San Francisco press, which will not, or cannot, appreciate as is due the fact that among students, as in any community, there may be, and must be, a certain proportion of evilly disposed persons, who yet remain without influence upon the good character of the rest. The papers might as well say the people of Berkeley held a grand "beer bust" last night, as to say "the students" held it. The whole body must not be judged by the conduct of its thoughtless and bad elements. Again, it may be that when Berkeley was a mere hamlet, and the students lived by themselves, excluded more or less from the influences of society, there was more truth in the accounts of their rioutousness than there is now. On this point, however, some of our alumni must testify; the writer has to answer only for the present.

This last point, however, has its present application, and it leads us to the consideration of social life among the students as it is now.

It is a truism to say that in youth we have more of the characteristics of the animal—are impulsive, thoughtless, regardless of consequences, ashamed not to do as our companions do. This being the case, it could hardly be expect-

ed that when young men are living together without the restraints imposed upon them by the society of friends and relatives of experience and of the sober, cautious reasonableness that comes with age and the development of the spiritual nature, and more especially without the restraint exercised by the presence of women, that they should show in their conduct as great a regard for propriety, or as much refinement as they might have shown under different circumstances. In this may be seen the danger which threatens young students in boarding schools. Such unnatural conditions are now almost done away with among our Berkeley students. Whatever traces of them yet remain, are, in the opinion of the writer, the greatest imperfections of our student way of living. To the fact that these unnatural conditions are now so little known among our students, the writer attributes the other fact, vouched for by several of our Professors who have lately come from the East, and are therefore qualified to judge, that the conduct of our students will compare favorably with that of the students of our best Eastern Colleges, and is more in accordance with moral propriety than that of the students in most colleges in the Eastern States. To emphasize this point, it may be well to describe in detail the plan of government in vogue here.

It is necessary to understand, to begin with, that the average age of our students when they enter the Freshman class is about eighteen years and six months. There are no dormitories at the University; many of the students live at their homes in Berkeley, Oakland or San Francisco, and others lodge in one of these places, almost all of them being under the social conditions under which any citizen of the place finds himself. There are therefore no college rules of discipline. The University has nothing to do with the meth-

ods of a reformatory school. Students come here as those who earnestly desire to learn how they best can fulfill their mission in the world. They are admitted to share great privileges, and are made to understand that to be worthy of these privileges they must show themselves to be endowed with the capacity and desire to live a life of intellectual and spiritual well-doing. Over them is the single law, "Act only as becomes a gentleman and a student, or leave the University." The conditions of student life here are in fact those of normal social life, as opposed to those of a sort of monastic life. While the students have that independence which fosters self-respect in the well disposed, those who are ill-disposed find the same checks of the law, and of public opinion that they would find in their home community.

It may be objected that a body of students often forms a public opinion of its own which sustains its members in a line of conduct utterly repugnant both to common sense, and to good morals; however, as I have before shown, this can be the case to but a very limited extent among our students. Through the agency of the several churches and of literary, musical, and purely recreative societies, the students are brought into social contact with the Professors of the University, and with the best people of Berkeley. This acquaintanceship, as would naturally be supposed, exercises a great influence upon the conduct of the students.

Students are, under this system of government, made to feel that they are upon their honor as to their behavior; and if any one do a dishonorable act, there is no reason why his companions should sympathize with him, as is often the case where a system of "Faculty supervision" breeds in the

minds of the students the absurd idea that the Faculty are tyrannizing them.

It will be said that among so many the chances of getting into bad company are very much increased. To this it may be answered that if a young man has naturally a tendency to immoral ways he will find evil companions wherever he be, and if he lack resisting stamina he will find those who will ensnare and drag him downward, no matter where he be placed. A more particular answer is that at the University there is less opportunity for the contamination of evil associates than in almost any other school, because of the fact that the students are more widely separated from one another during their idle hours. Again, though it be granted that among several hundred students there are necessarily some of bad character and immoral habits, it by no means follows that the proportion of these will be so great as it would be among the same number of young men whom one might meet in his own town. As the *Occident*, one of our two college papers, recently put it: "We who have graduated from the city schools know well that those who have come from them to the University have almost invariably been morally the better members of the class."

Let it be noticed, in considering student life, that innocent fun is, among young people, likely to be carried to greater lengths of uproariousness because of the consciousness of innocent intentions. Students don't usually stop, as older persons do, to consider how a thing will look to outsiders. I have known people to come to Berkeley on some occasion when the students had, by common consent, appointed a time for a grand outbreak of nonsensical, but entirely harmless fun, and afterwards to speak as if the scenes they witnessed in this mad jubilee formed part of the daily conduct of the students. These same persons, however, will

always praise the good manners and good sense of such students as they have met personally.

In concluding this hasty reference to the discipline of the University, and to the ordinary life of the students, let it be noticed that idleness finds no lodging place among them. If a student comply with the requirements of the curriculum, he will be so busy as to find little or no time for carousing; if he do not properly employ his time, the privileges of the University are withdrawn from him. The ambitious student finds so many honors to be won by exertion, and the enterprising student finds so many opportunities to try his power, to test and to make known his capabilities, and also, if need be, to support himself even while getting his education, and in addition to this, the ambitious and the enterprising are so stimulated by the natural exaltation of spirits that comes of seeking to gain the sympathies and the good opinion of others, that the chance that a bright, capable young man will go to the bad seems, to the writer, to be reduced absolutely to a minimum. If one of those who are accustomed to hear the students denounced as idle, vain, profligate, reprobate, drunken, vicious wretches, aristocrats, "plug uglies," hoodlums, etc., *ad nauseam*, were to visit Berkeley even for a short period, he must be convinced that, at least, this abuse is without any justification in reason or fact. If he were to observe the students who are, in whole or in part, supporting themselves by their earnings in the printing office, in the laboratories, in the library, in various positions connected with the scientific departments, and by reporting for newspapers; if he were to see others training themselves for the practical work of life by means of the college papers, the literary societies, and the scientific and other clubs for mutual improvement, he must by ocular demonstration be forced to acknowledge that the real

Monthly, in some reflections on recent events bearing on public morals, declared to be true education, viz: "the development of the habit of seeking the true relations of things and of conceiving of human life as a network of relations." (*Pop. Sci. Mo.* for Sept., 1885, p. 701.)

In conclusion, let us notice a few sentences from recent comments of the newspapers on the occasion of the election of our new President. It is to be hoped that these indicate a change of feeling toward the University, and a desire to make honest amends for injustice done in the past.

"It has been quite convenient in some quarters of late to misrepresent the University. It is not a godless institution, but one where the student who is really worth educating can find as great or greater advantages than in any institution west of the Mississippi river. The new President comes at an opportune time. The hope, the aspiration, and the vigor of a new country belong to the institution." "As to religion, that is a thing with which the University, as a part of the public school system, does not meddle. The students are left entirely free in that regard, and properly so. Those who complain on this ground mistake the purposes for which the University was founded. In brief, a young man or young woman whose brain is of good enough quality to be worth cultivating can be as safely subjected to the influences of Berkeley as to those of Yale, Harvard, or any other secular seat of learning."

If any candid inquirer will examine the record of the alumni of the University of California, he must become satisfied that the education there offered is such as to make students both lovers and followers of the truth which is embodied in religious systems, and such lovers of their country as are exemplified in discriminating, upright, law-abiding, patriotic citizens.

WHAT CAN ONE LEARN IN THE UNIVERSITY?

Assisted by the forty professors and instructors in the college faculties, and the laboratories, museums, collections, apparatus and libraries described below, the student may pursue any of the many following courses of study:

PHILOSOPHY.

UNDERGRADUATE COURSES.

I. Propædeutic to Philosophy.—The Logic underlying Grammar; Familiarization of the Common Categories by their use in the Analysis of Propositions and Terms. Mondays at 2:10 P. M. throughout the year. Professor Howison.

Open to all students in Sophomore standing.

N. B.—The preceding course will be required of all students who intend taking other courses in Philosophy in subsequent years.

II. Introduction to Philosophy.—Empirical Psychology, including Formal Logic, deductive and inductive; General History of Philosophy. Tuesdays and Thursdays at 2:10 P. M., and Fridays at 4 P. M., throughout the year. Professor Howison.

Open to all students in Junior standing.

III. Elementary Ethics, Historically Treated.—Including a critique of Perfectionism and Hedonism, of Necessity and Freedom, and of Optimism and Pessimism. Mondays and Tuesdays, at 3:05 P. M., during the first term. Professor Howison.

Open to all students in Senior standing.

IV. Elements of Civil Polity. The Nature of a State, and its Bearing on the Limits of Allegiance and Liberty; including the History of Political Theories. Mondays and Tuesdays, at 3:05 P. M., during the second term. Professor Howison.

Open to Seniors who have completed course III.

V. Descartes and Spinoza. Dualism and Monism. Mondays and Tuesdays, at 4 P. M., during the first term. Professor Howison.

Open to all in Senior standing.

VI. Spinoza and Leibnitz.—Pantheism and Monadism. or Universalism and Individualism. Mondays and Tuesdays at 4 P. M. during the second term. Professor Howison.

Open to Seniors who have completed Course V.

VII. Leibnitz and Locke.—Rationalism and Empiricism. Thursdays and Fridays at 3:05 P. M. during the first term. Professor Howison.

Open to all students in Senior standing.

VIII. Hume and Kant.—Development of the Skepticism latent in Empiricism and Rationalism; Critique of the Foundations of Agnosticism. Thursdays and Fridays at 3:05 P. M. during the second term. Professor Howison.

Open to Seniors who have completed Course VII.

GRADUATE COURSES.

Course XXIII. Kant.—The "Kritik der reines Vernunft," in Hartenstein's edition. Wednesdays and Thursdays at 4 P. M., and Fridays at 2:10 P. M., during the first term. Professor Howison.

Open to Graduates who have a good reading knowl-

edge of German, who are familiar with the elements of Psychology and Logic, and with the General History of Modern Philosophy.

Course XXIV. Hegel.—The "Wissenschaft der Logik," compared with the First Part of the "Encyclopedie der philosophischen Wissenschaften;" both in the second edition. Wednesdays and Thursdays at 4 P. M., and Fridays at 2:10 P. M., during the second term. Professor Howison.

Open to Graduates who have completed Course XXIII.

HISTORY AND POLITICAL ECONOMY.

*I. English History.—Special attention is directed to the history and political institutions of England in the seventeenth and eighteenth centuries. Four times a week, one year. Mr. —— ———

Prescribed, in the Freshman year, in the course in Letters and Political Science.

II. European History.—The History of Continental Europe from 1453 to 1871. Four times a week, one year. Mr. W. C. Jones.

III. United States History. First Term: A continuation of the Constitutional and Political History as given in the second term of 1884–85, extending from 1846 to 1872; including the Annexation of Texas, the Compromise measures of 1850, the ten years' struggle preceding the Civil War, and the political history of the Civil War and of the period of Reconstruction; also, a short course in Constitutional Law. Four times a week.

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*Courses I, IV and V will not be given in 1885–86.

Second Term: The social and political history of the colonies and their progress towards union. Four times a week. Mr. W. C. Jones.

Prescribed in the course in Letters and Political Science during the first term to Juniors, during the second term to Juniors and Sophomores; elective the first term to Juniors of the Classical and Literary course, the second term to Sophomores of the Classical and Chemical courses.

*IV. Roman Law; Jurisprudence.—History of the public and private law of the Romans; studies in Roman Law, with comparative views of the chief modern systems; the science of Positive Law. Twice a week during the first term. Mr. W. C. Jones.

Elective, in the Junior year, in the Classical and Literary courses, and in the course in Letters and Political Science.

*V. United States History.—History of the judicial interpretation of the Constitution. Twice a week during the second term. Mr. W. C. Jones.

Elective, in the Senior year, in the course in Letters and Political Science.

VI. Political Economy.—A general view of the principles and laws of Political Economy in its present position. Four times a week during the second term. Professor Moses.

Prescribed, in the Junior year, in the Classical, Literary, Agricultural and Chemical courses, and in the course in Letters and Political Science.

VII. Advanced Political Economy.—A critical study

*Courses I, IV and V will not be given in 1885-86.

EDITORIAL DEPARTMENT.

The following editorial was kindly contributed by Professor A. E. Kellogg, the well-known Superintendent of Marin County:

At a meeting of the Executive Committee of the State Teachers' Association, held October 31st, the following letter, received from a teacher in the interior of the State, was read:

"Now I want to express certain hopes: First, that not less than one thousand teachers will assemble at San Jose during the holidays. Second, that not less than one thousand schools will be represented there by some school work which its pupils have done. Third, that every one advertised to read a paper will prepare it as carefully as the occasion deserves. Fourth, that every one who has consented to engage in the discussions will be on hand—loaded. Fifth, that every one present will contribute heartily, ungrudgingly and unselfishly, whatever he can, much or little, to the success of the meeting. Sixth, that the faculty of the State University, of the Normal Schools and of the private schools and colleges throughout the State, will give us a lift with all their might. Seventh, that we can telegraph to our friends, in similar session in the Eastern States, the greeting of more teachers in a body than they can reply for."

Of this the Executive Committee says: "We share all these hopes. Let the teachers of the State make them realities during the last week in December at San Jose. Everything promises a large and profitable and spirited meeting. Come. Bring or send work done by your pupils. Let us

compare and learn. Let us counsel together and grow wiser and more earnest in our work."

These words have the right ring in them. The sessions of the State Teachers' Association should awaken general interest, and their influence be felt in every quarter of the State. We are glad that the Executive Committee has taken measures to secure this. The educational exhibit scheme is a move in the right direction. It appeals to every teacher to do something—to have a part and lot in the matter. The direct tendency will be to encourage a large attendance of teachers, each with a personal interest in the meeting. This alone is of no small moment. Moreover, such an exhibit will be of interest to the public. It will draw attention to the quantity of the work being done in our schools, and altogether be potential in disseminating educational ideas.

SUPERINTENDENT WEBSTER, OF SOLANO.

At the recent successful Institute in Solano County, the following high tribute was paid to Superintendent C. B. Webster, in the form of resolutions:

Resolved, That the thanks of this Institute are due to the County Superintendent, Calvin B. Webster, for the impartial manner in which he has presided over the deliberation of this body, for the very excellent choice he has made of conductors and lecturers to instruct and entertain us, and for the able, practical and zealous manner in which he has conducted and guarded the educational interests of the county during the past year.

Resolved, That we highly appreciate the excellent reception extended to us by the teachers and citizens of Vallejo, as indicated especially in the literary and musical entertainment of Tuesday evening, and in the bounteous collation spread thereafter, and we here take uncommon pleasure in extending to them our most hearty thanks, and assure them that their kindness and generosity will not soon be forgotten.

J. H. Simmons,
Louis Weinmann,
Granville F. Foster,
J. A. Fitzgerald,
J. H. Firehammer.

Superintendent Webster thanked the teachers in an appropriate address.

TO SWEET JANE DOE.

Thy brow is a circling promontory
  Hiding the ocean of thy thought beyond,
And my poor, venturous thoughts would seek the story
  Of all the wonders that therein abound;
And all the strange things hidden in that deep
  Beneath the surface of that sea of thought
Whereon the sunlight of thy soul doth shine,
  And read of deeds—of things that are forgot—
Of sad regrets—of pleasing thoughts of thine.
Alas! my thoughts are wrecked when they put forth,
And all my seamanship proves but of little worth.

At times, with wonder, gazing through thine eyes,
  I seek to read the heaven that lies beyond.
Thy eyes are frowning clouds then in the skies,
  Hiding those star-like thoughts I would have found.
Therein I seek to read of mysteries,
  As shepherds gazed upon the night of old,
Watching the moving gems in midnight skies
  To learn if their own fate was therein told;
But then those eyes grow dark, and night is black,
  And all thy thoughts are hidden from my view.

Ah, sweet thou art beyond the power of words;
And did I play the miser with my thought,
Hiding the sweetest ones away in hoards,
Their power were naught to tell men what thou art;
And I would find my labor all as vain
As they who hoard up gold to win a heart
Until they are aged beyond all love's domain.
Sweeter thou art than aught beneath the skies,
A sweetness here unknown that far beyond earth lies.

At times, when noting how all things whirl madly
Back to the dismal dead sea of the past,
Events upon time's river ending sadly,
Like sparks at night that but a moment last.
In thinking of thee night seems on my mind,
For death must come, and all things find an end;
And all this sweetness must be left behind,
Covered beneath the pall that death doth lend--
Then where I go each place alike is well,
For here is heaven, and heaven elsewhere were hell.

And is it winter that no flowers appear?
Or have they died from envy of thine eyes?
There was a world of beauty everywhere,
And bright the stars once seemed within the skies;
But now, by contrast, all their beauty ends,
And all around there seems a barren waste.

Thou art the sun; to thee no other sends
A light that by some contrast is debased;
No shadow shows what beauty's in thine eye;
Thou art alone as is the sun that glows on high.

The future is a mirage to the eye,
In which are pictured wondrous things to be,
And poor, deluded fools gaze on that sky,
Believing in those things that there they see.
Alas! to find that fame, that wealth, that love
Are not within these fancies of the sun;
Are in the dust, not in the heavens above;
That beauteous things approached, we find their beauty gone.

But thou wast made to serve no laws that change.
Thou art the same, and ever wilt be so.
Alone thou art, above their petty range,
Where all must move with heaven's ebb and flow.
And then alone, and dreaming of the past,
Its dead shall speak, and tell of all thou art.
Thy memory through the future time shall last,
And to this end as well the past shall play its part.

—ADAIR WELCKER.

TO OUR READERS.

We cannot too strongly urge upon our readers the necessity of subscribing for a family weekly newspaper of the first class—such, for instance, as "The Independent," of New York. Were we obliged to select one publication for habitual and careful reading, to the exclusion of all others, we should choose unhesitatingly "The Independent." It is a newspaper, magazine and review, all in one. It is a religious, a literary, an educational, a story, an art, a scientific, an agricultural, a financial, and a political paper combined. It has 32 folio pages and 22 departments. No matter what a person's religion, politics or profession may be, no matter what the age, sex, employment or condition may be, "The Independent" will prove a help, an instructor, an educator Our readers can do no less than to send a postal for a free specimen copy, or for thirty cents the paper will be sent a month, enabling one to judge of its merits more critically. Its yearly subscription is $3.00, or two years for $5.00. Address "The Independent," 251 Broadway, New York City.

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Of Lectures commences on the first Monday in June of each year, and continues until November. It is thus a Summer course, contrary to the general usage.

THE INTERMEDIATE COURSE

Commences on the first Monday in January of each year, and continues nearly four months. It is of great assistance as a preparatory step to the Regular Course, and as offering the fullest opportunities for the prosecution of dissection. Although attendance upon this course is not obligatory, except in the graduating year, it is earnestly recommended that all attend it who can possibly do so.

Clinics are given regularly at the City and County Hospital (450 beds) and the Morse Dispensary, where several thousand patients are treated annually.

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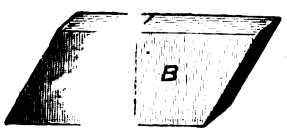

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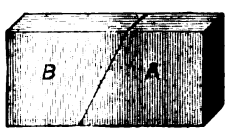

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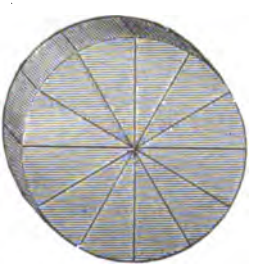

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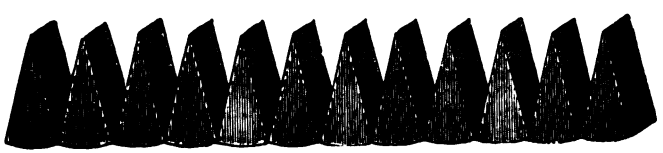

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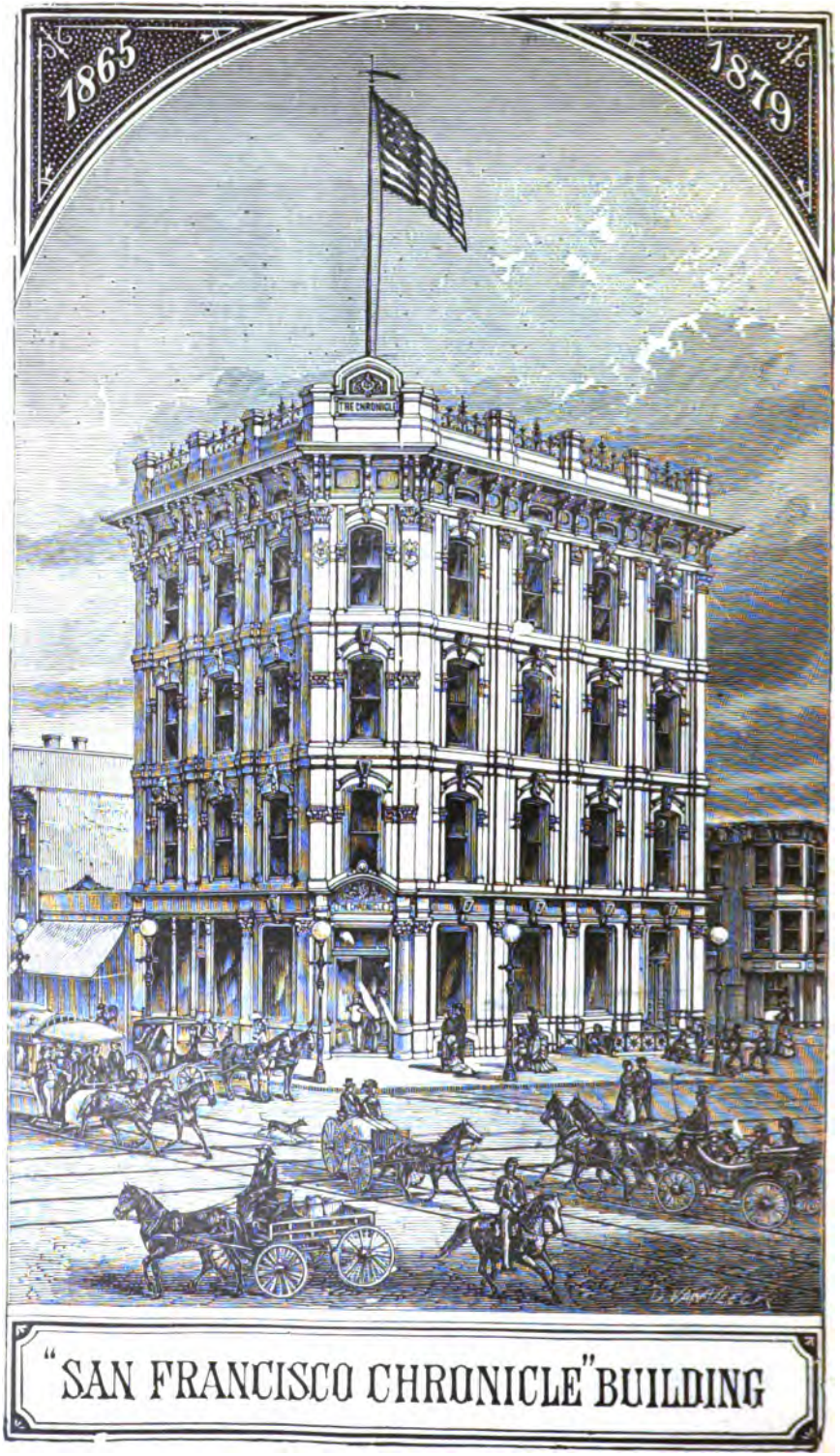

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CALIFORNIA TEAC

AND

HOME JOURNAL

DECEMBER, 1885.

VOL. V, No. 5.

Official Organ of the Department of Public Instruct

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AND HOME JOURNAL.

OFFICIAL ORGAN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

VOL. V. DECEMBER, 1885. No. 5

AMERICAN COMMONWEALTHS—KANSAS.

[The following picture of life during the early days of the settlement of Kansas gives a vivid idea of the hardships suffered by American pioneers. The description is from one of the many interesting chapters in the latest volume of the series of "American Commonwealths," "Kansas," by Professor Leverett Spring.—ED. TEACHER.]

The border storm blew down the loosely-rooted prosperities of the territory with sufficient havoc. For the most part the early immigrants were poor. A laudable ambition to mend their worldly fortunes blended with ethical and political convictions in their westward venture. Though the cause

of liberty prospered, and slavery was driven from the debata ble ground, yet, at the close of the struggle, the rudenesses, discomforts and limitations of the frontier remained with faintly mitigated severity. Strength and enterprise that might have built comfortable homes, improved farms and established public institutions, had been diverted to politics. The domestic experiences of the Kansas pioneers during the territorial days, subordinated in this volume to their political concerns, are full of interest. Under the most favorable circumstances, frontier life has plenty of disagreeable, slowly bettering elements. "Sleeping on the ground," wrote a pioneer in 1856, "is not confined to camping out, but is extensively practiced in all our cabins. Floors are a luxury rarely seen here [in Wabaunsee]. In our own dwelling, part of the inmates rest on the earth, while others sleep on sacking stretched between the timbers over our heads, access to which is only to be had by climbing up on the logs constituting the sides of the cabin. I noticed yesterday a member of our family making up his bed with a hoe!"

Everything was on a primitive basis. Land had been pre-empted in larger or smaller amounts, and a rudimentary agriculture attempted. Horses, cattle, pigs, fowls — an easy prey for raiders of every sort—gradually increased. Food was always plain, sometimes scanty and occasionally unique. "We have a pie on the table, the first of any kind I have seen since our arrival, made of sorrel and sweetened with molasses." Unconventional frontier habits of dress were in vogue. Among the nearly five hundred persons who presented claims for damages before the auditing commission of 1859, very few included items of clothing. One unpractical mortal brought to the territory a large assortment of dress coats, white velvet and satin vests, trousers, calf-

skin boots, and gloves. The wardrobe disappeared when the Missourians sacked Lawrence in 1856, and some of the finery which attracted Mr. Gladstone's attention on their return to Kansas City doubtless came from it. "I frequently spoke to Southmayd," said a witness before the claims commission, "about having so much good clothing in this country!" Socially there was an utter democracy—no highest, no lowest. Everybody stood on the same plane. For amusements the settlers were left entirely to their own resources. Lecturers, concert troupes and shows never ventured so far into the wilderness. Yet there was much broad, rollicking, noisy merry-making, but it must be confessed that rum and whisky—lighter liquors like wine and beer could not be obtained—had a good deal to do with it. In the larger towns "sprees" were by no means uncommon. Room No. 7 in the Eldridge House obtained a reputation throughout the territory as a favorite place for carousals, where the uproar frequently continued all night, as one party of roisterers succeeded another. Outside of the villages inconveniences and hardships were specially oppressive. A woman died in a country neighborhood. "The difficulty after her death was to provide a coffin. There were men who could make it, but no boards could be found. At last one person offered to use a part of the bottom of his wagon, another furnished the rest, and a box was put together." A constant back-flowing stream of disgusted settlers set eastward during the whole territorial period. Some of them gave a doleful account of the country—reported Kansas not likely to "become a free or a slave state until all the rest of the world is over-peopled, for nobody that has strength to walk, or money to pay for conveyance, will stay there long. The earth * * is actually parched and

burnt to the solidity of brick by the long droughts so that it cannot be plowed, and no vegetation appears." Schools, churches, and the various appliances of older civilization got under way and made some growth, but they were still in a primitive, inchoate condition when Kansas took her place in the Union.

The mischiefs which accompanied the strife of hostile civilizations within the territory were prolonged and aggravated by a new woe. In 1860 a great drought began. For more than a year little or no rain fell, and crops failed everywhere. Probably fifteen or twenty thousand people were thrown upon public charity. Again Kansas put out signals of distress, to which the public made a quick and generous response. Provisions, clothing and money poured into the famishing commonwealth—a magnificent largess that measurably relieved its calamities, though it did not prevent serious depopulation.

Governor Robinson took the oath of office February 9, 1861. He found himself at a post beset by an extraordinary complication of difficulties. April 15th President Lincoln called for seventy-five thousand volunteers to put down the Southern rebellion. Kansas was in a condition the most inopportune and unpromising for a fitting response. With the subsidence of domestic troubles military organizations generally went to pieces. The exchequer of a community whose six years of territorial broil concluded with a famine could hardly be on a war footing. Yet Governor Robinson, in his message to the legislature, which met March 26th, said: "Kansas, though last and least of the states in the Union, will ever be ready to answer the call of her country." That promise was nobly kept. Governor Carney, the successor of Governor Robinson, writing President Lincoln

May 13, 1864, could say: "Kansas has furni
men according to her population to crush this reb
any other state in the Union." In all the gre
campaigns Kansas soldiers made an honorable rec
record belongs to national rather than state histo
effort will be made here to disentangle and isolate
poses of valuation.

Governor Robinson was probably the first st
tive to foreshadow the policy which the federal a
ultimately adopted in reference to slavery. "A d
made by certain states," he said in his message, "
concessions and guaranties be given to slavery, or t
must be destroyed. * * If it is true that the
existence of slavery requires the destruction of th
it is time to ask if the existence of the Union do
quire the destruction of slavery. If such an issue
on the nation, it must be met, and met promptly."

The inevitable and legitimate difficulties wh
fronted Governor Robinson—embarrassments of
and of chaos—might well have staggered any man
ary nerve, but they were not the most formidab
After an exciting contest the legislature elected J.
and S. C. Pomeroy to the United States Senate. L
brated his departure for Washington by laying a
calf-skin vest and seal-skin coat, which had done
during the whole territorial era, and donning a res
suit. On the realization of his long-cherished
crazy passion for power seized him—an ambition t
the entire civil and military functions of the state.
son stood squarely, if not defiantly, across his path.
territorial struggle the natural antagonisms of these
—antagonisms of temperament, method and purpos

circumscribed and held in abeyance by the compulsions of the situation—

> "As the wave breaks to foam on shelves,
> Then runs into a wave again."

But now disguises and restrictions were flung off. Lane, inflamed by old grudges and new provocations, by long-nursed hatreds and obstructions that crossed his plans, broke out into violent hostilities against Governor Robinson and his successor. By his overshadowing prestige at Washington he was able to wrest from them no small part of their legitimate gubernatorial functions. Lane's singular influence over Mr. Lincoln and the secretary of war, Mr. Stanton, is one of the most inexplicable and disastrous facts that concern Kansas in 1861-65. It was the source of the heaviest calamities that visited the commonwealth during that period, because it put him in a position to gratify mischievous ambitions, to pursue personal feuds, to assume duties and offices that belonged to others, to popularize the corruptest political methods, and to organize semi-predatory military expeditions. His conduct not only embarrassed the state executive, but provoked sanguinary reprisals from Missouri. In 1864 Mr. Lincoln, remarking upon Lane's extraordinary career in Washington to Governor Carney, offered no better explanation of it than this: "He knocks at my door every morning. You know he is a very persistent fellow, and hard to put off. I don't see you very often, and have to pay attention to him."

Lane's intrigues in Washington against the state administration prospered. Though recruiting was energetically pushed by the local authorities and three regiments were already in the field—the first and second obtaining honorable recognition for gallant conduct at the battle of Wilson's

were sacrificed. He broke camp on the 27th, and in two days reached Kansas City. The brigade converted the Missouri border through which the march lay into a wilderness, and reached its destination heavily encumbered with plunder. "Everything disloyal," said Lane, " * * must be cleaned out," and never were orders more literally or cheerfully obeyed. Even the chaplain succumbed to the rampant spirit of thievery, and plundered Confederate altars in the interest of his unfinished church at home. Among the spoils that fell to Lane personally there was a fine carriage, which he brought to Lawrence for the use of his household.

From the first the local authorities, civil and military, had regarded the brigade with apprehension. "We are in no danger of invasion," Governor Robinson wrote General Fremont, commander of the Western Department, September 1st, "provided the government stores at Fort Scott are sent back to Leavenworth, and the Lane brigade is removed from the border. It is true small parties of secessionists are to be found in Missouri, but we have good reason to know that they do not intend to molest Kansas * * until Jackson shall be reinstated as governor of Missouri. Indeed, a short time since, when a guerrilla party came over and stole some property from our citizens, the officers in command of the Confederates compelled a return of the property, and offered to give up the leader of the gang to our people for punishment. But what we have to fear, and do fear, is, that Lane's brigade will get up a war by going over the line, committing depredations, and then returning into our state. This course will force the Secessionists to [retaliation], * * and in this they will be joined by nearly all the Union men of Missouri. If you will remove

the supplies at Fort Scott to the interior, and relieve us of the Lane brigade, I will guaranty Kansas from invasion * * until Jackson shall drive you out of St. Louis."

Captain Prince, in command at Fort Leavenworth, wrote Lane September 9th: "I hope you will adopt active and early measures to crush out this marauding which is being enacted in Captain Jennison's name, as also [in] yours, by a band of men representing themselves as belonging to your command." When General Hunter took charge of the department in November the brigade, according to the report of Assistant Adjutant-General C. G. Halpine, was a ragged, half-armed, diseased, mutinous rabble, taking votes whether any troublesome or distasteful order should be obeyed or defied. * * To remedy these things mustering officers were sent to remuster the regiments of Lane's brigade. * * Had the department, as previously, been without troops from other states, there is every probability that a general mutiny would have taken place instead of partial mutinies which have been suppressed." The thieving, footpad, devastating expedition of Lane's brigade did much to incite animosities and reprisals, whose ghastly work sent a thrill of horror through the country.

Lane made a furious harangue at Leavenworth October 8th in defense of his campaign. He wrote President Lincoln next day: "I * * succeeded in raising and marching against the enemy as gallant and effective an army, in proportion to its numbers, as ever entered the field. Its operations are a part of the history of the country. * * * Governor Charles Robinson * * has constantly, in season and out of season, vilified myself and abused the men under my command as marauders and thieves." He suggested the formation of a new military department out of

Kansas, the Indian Territory, and portions of Arkansas, with himself as commander, and not less than ten thousand troops at his disposal. He would resign his seat in Congress and accept the military appointment. In case the department should not be created, he saw only calamities ahead. "I will * * be compelled to leave my command," he continued, "quit the field, and most reluctantly become an idle spectator of the great struggle, and witness, I have no doubt, the devastation of my adopted state and the destruction of its people."

In November Lane returned to Washington and at once entered upon fresh military schemes. He projected an expedition, which he would lead in person from Fort Leavenworth into Arkansas and the Indian Territory—representing the movement as the result of conferences between himself and General Hunter. With this understanding, he obtained for it the approbation of President Lincoln and the War Department. Friends in Kansas sent on to Washington applauding his military genius, and urging that the most ought to be made of it. Lane, said the "Leavenworth Conservative," "has every quality of mind and character which belonged to the historical commanders. * * There are no obstacles in his path, and to him a difficulty is simply a thing to be overcome." Refugee Indians at Fort Leavenworth, driven from the territory by disloyal tribes, concurred in these sentiments. "General Lane is our friend," said two chiefs with sesquipidalian names in a communication to "Our Great Father and President of the United States." "His heart is big for the Indian. He will do more for us than anyone else. The hearts of our people will be sad if he does not come. They will follow him wherever he directs. They will sweep the rebels before them like a terrible

fire on the dry prairie." Lane unfolded his pla
evidently by the recent experiences of his briga
eral McClellan. He proposed to extirpate disloya
souri and Arkansas. If conciliatory methods sho
successful, he would employ the most violent.
can't do better I will kill the white rebels, and
lands to the loyal blacks!"

General Hunter received communications fron
Department in January, 1862, announcing that a
expedition, consisting of eight or ten thousan
troops and four thousand Indians, had been decid
and implying the existence of a definite, mutual un
ing that Lane should have the chief command. Th
munications took Hunter by surprise, and in his p
he wrote General Halleck, who had succeeded Gen
mont in command of the Western Department, i
mation:—

"It seems * * that Senator J. H. Lane l
trading at Washington on a capital partly made u
own senatorial position, and partly of such scraps
ence as I may have possessed in the confidence or e
the president, said scraps having been 'jayhawked
Kansas senator without due consent of the prope
I find that 'Lane's great Southern expedition' w
tained by the president under misrepresentation
that said 'expedition' was the joint design of Senat
and myself. * * Never to this hour has he consu
on the subject, directly or indirectly, while the aut
at Washington have preserved a similar indiscreet re
* * Thus I am left in ignorance, but * * I
more than probable that the veil of mystery has bee
in your particular case."

Some weeks before receiving Hunter's letter, which was written February 8th, 1862, rumors reached Halleck that Lane would be commissioned brigadier-general, and he immediately forwarded a remonstrance to headquarters. "I cannot conceive a more injudicious appointment," he wrote General McClellan. "It will take twenty thousand men to counteract its effect in this state, and moreover, is offering a premium for rascality and robbery." President Lincoln indorsed upon Halleck's communication which was of considerable length, and touched various topics—"an excellent letter; though I am sorry General Halleck is so unfavorably impressed with General Lane." Concerning the "expedition" Halleck had no information beside from current rumors. Yet this unofficial hearsay sufficed to rouse his indignation. "I protested," he wrote Hunter February 13th, "against any of his [Lane's] jayhawkers coming into this department, and said positively that I would arrest and disarm every one I could catch."

Lane reached Leavenworth January 26th in high spirits. But on the next day he met a sudden and stinging rebuff. Without waiting for interview or explanation, without intimating to Lane what was impending, Hunter issued an order announcing his purpose to command the "expedition" in person. The unexpected turn of affairs nonplused Lane. He sent a telegram to Representative John Covode: "See the President, secretary of war, and General McClellan, and answer what I shall do." There was nothing to do except to retire or take a subordinate position. He succeeded, however, in breaking up the expedition. "I have been with the man you name," Covode telegraphed. "Hunter will not get the men or money he requires. His command cannot go forward. Hold on. Don't resign your seat." Lane

followed Covode's advice and returned to Washi addressing a public letter to the legislature, which ed complimentary resolutions: "I have been th the cherished hope of my life. The sad yet simple remains to announce to you and through you my l return to my seat in the United States Senate."

Lane's military intrigue reached their final st appointment July 22d, 1862, as "Commissioner fo ing in the Department of Kansas." He proceeded ize regiments, completely ignoring the state auth whose hands the laws and the constitution placed business. At this time he began to enlist colore probably the pioneer movement in that direction—l that "a nigger can stop a bullet as well as a wh But Lane's scheme did not altogether succeed. Robinson, who proposed to stand upon his cons rights, declined to commission the officers whom appointed. The secretary of war telegraphed th state executive did not issue the commissions the partment would. "You have the power to ove constitution and the laws," was the unconciliatory "but you have not the power to make the present of Kansas dishonor his own state."

Another feature in the singular tangle was a fo effort to crush Governor Robinson, whom the La cians found intractible and difficult to manage. In tumn of 1861 these gentry made an abortive effo place him on the ground that, by the provisions of stitution, the term of state officers expired January 1 There was an election, but the courts pronounced i

The failure of this personal assault lent additic lence and venom to the second. January 20th a re

of inquiry concerning the sale of certain state bonds was offered in the legislature. The bonds in question had no quotable market value, and a sale was effected, only through negotiations—evidently not ruled by the severest business maxims—with the Interior Department, which held, in trust, Indian funds for investment. It appears that bonds to the amount of ninety-five thousand six hundred dollars were delivered, upon which the sum of fifty-five thousand dollars was paid; that while the sale was effected at eighty-five per cent., only six per cent. reached the state treasury, notwithstanding the law declared that nothing less than seventy per cent. should be accepted. Here was a palpable violation of the law, and the official upon whom it could be fastened, especially if it happened to be the governor, would fare badly. It is now well understood that the whole movement, which proceeded from Lane, was aimed at Robinson. The prosecution had no wish to harm the auditor and the secretary of the state who went down in the fight.

Though the committee of investigation appointed by the House of Representatives discovered no evidence connecting the governor with the negotiation, they resolved to include him among the inculpated officials. They ventured their case on chances that the progress of the trial might bring out criminating facts.

An intensity of excitement, unsurpassed even in the stormiest territorial days, convulsed the legislature when, on the 13th of February, the committee of investigation reported resolutions impeaching the auditor, the secretary of the state and the governor. On the next day a vote was reached, the resolutions passed unanimously, and there followed cheers long and loud. Why these law-makers applauded it would be difficult to say. They had not read the

voluminous report upon which the resolutions we
to be based. If it were true that the executive ha
disgrace upon the state and ought to be driven fr
that would be poor cause for an outbreak of j
When at a later stage specific articles of impeachme
the governor came before the House the unanimity
and seven representatives are on record as votin
them. So far as Robinson was concerned the pr
broke down, and he was almost unanimously s
though a majority of the Senate belonged to the
tion.

That a rank growth of general freebooting sho
sprung up in Kansas during the war was no more th
have been expected. The border naturally attr
adapted to shine in this calling, and the territoris
afforded admirable training for the wider spoliatio
by the war for the Union. Early in the struggle a
ization appeared known as "Red-legs," from the
its members affected red morocco leggings. It wa
jointed association, with members shifting betwee
five and fifty, dedicated originally to horse-stealing,
ible enough to include rascalities of every descript
intervals the gang would dash into Missouri, seiz
and cattle—not omitting other and worse outrages
casion—then repair with their booty to Lawrence,
was defiantly sold at auction. "Red-legs were acc
to brag at Lawrence," says one who is familiar wi
movements, "that nobody dared to interfere wit
They did not hesitate to shoot inquisitive and trou
people. At Lawrence the livery stables were full
stolen horses. 'One day I saw three or four Red-leg
a Missourian who was in town searching for lost p

They gathered about him with drawn revolvers and drove him off very unceremoniously. I once saw Hoyt, the leader, without a word of explanation or warning, open fire upon a stranger quietly riding down Massachusetts street. He was a Missourian whom Hoyt had recently robbed." The gang contained men of the most desperate, hardened character, and a full recital of their deeds would sound like the biography of devils. Either the people of Lawrence could not drive out the freebooters, or they thought it mattered little what might happen to Missouri disloyalists. Governor Robinson made a determined, but unsuccessful effort to break up the organization. The Red-legs repaid the interference by plots for his assassination, which barely miscarried.

In the destruction of Lawrence August 21st, 1863, the irregular predatory hostilities of the border reached a shocking climax. The causes which brought about that event were various, and have been in the main already indicated—the campaign of Lane's brigade, the depredations of Red-legs, enmities and exasperations dating back to the settlement of Lawrence in 1854, as well as bushranging motives of plunder. "Jennison has laid waste our homes," was the declaration of more than one Missourian on the day of the massacre, "and the Red-legs have perpetrated unheard-of crimes. Houses have been plundered and burned, defenseless men shot down, and women outraged. We are here for revenge and we have got it!"

[TO BE CONTINUED IN NEXT NUMBER.]

FRONTIER LIFE.

[That remarkable series of books published
ton, Mifflin & Co., Boston, entitled "American
wealths," has just been enriched by the addition
ume devoted to Michigan. We take from it the
interesting account of frontier life from the pen
nowned jurist and author, Thomas M. Cooley.]

[French farms may almost be said to have
river from the mouth of the Detroit to Lake St. C
houses fronted upon the road which ran along the
and there was only a narrow belt of cultivation be
bordered by dense forests, in which wolves, bears
wild animals still offered pastime to the sports
agriculture of the farmers was of the most primit
ter; the plow, except the share, was of wood; with
wheel on either side of the long beam, the one smal
the land side, the other larger to run in the furr
were fastened to this plow by a pole which had a
tachment; they were not yoked, but the draug
thongs or ropes fastened about their horns. A
wheeled cart into which was fastened a pony, or
cow or steer, was the principal farm vehicle. The
mers did not appreciate the value of manure in a
and removed it out of their way by dumping it in
but they were beginning now to learn in that reg
ways. The houses for the most part were of a si
with a plain veranda in front; and here in pleasa
would gather the household for domestic labor

recreation. The houses of the wealthier classes were of hewed logs, with a large chimney occupying the space of a room in the centre, and a garret hung with festoons of drying or dried fruits, pumpkins, garlics, herbs, and medicinal and culinary herbs. The family washing was done at the river, and the pounding of the clothes was with a little hand mallet, after the method of their ancestors from time immemorial. Everywhere the spinning-wheel was in use, and the madam, with just pride in her deftness, made the clothing for the family. The kitchen was a common gathering-room for the family, who liked to see the cookery going on, with pots and kettles and spiders in an open fireplace. Around many of the old houses and yards were pickets of cedar, ten or twelve feet in height, which were originally planted for defense against the Indians; but the Indians who had their homes about the towns were no longer feared, and were generally nominal Catholics and well treated. The only fastening to the front door of the house was a latch on the inside, which was raised to open the door by a strip of leather or deer's hide run through a hole in the door, and hanging down on the outside. When the latch-string was drawn in the door was fastened; but so marked an indication of distrust or inhospitality was seldom witnessed, as no one—not even an Indian—would be guilty of so great a breach of propriety as to lift the latch and cross the threshold without permission of the owner. The family when leaving the house temporarily did not therefore deem it necessary to fasten the door.

The horse in common use was so small as to be considered and called a pony, and was reputed to be a cross of the wild Mexican horse with mares captured at the time of Braddock's defeat. The French had been long enough in the

country to have old orchards of apples and pears fifty or sixty feet in height, and bearing in a seas even fifty bushels of fruit were not uncomm fruit, though not of the highest quality to eat or was unsurpassed for culinary purposes. There cider mills, and much cider was made for do Peaches were raised, also, of a poor and commo from these distilled in rum a drink was made much used.

The French, whether rich or poor, educate ant, were always polite, light-hearted, gay and bu always fond of sports in which old and young co pate together. Festivals were kept with unres joyment; New Year's especially, when every chil the age, was expected to kneel for the parenta when calls were made upon all acquaintances, p changed between friends, and every lady was e submit to be saluted with a kiss upon the che Gras and Easter were also festivals of great enjo Lent came with devotional aspect, and was sc kept. They were a church-going people, and mar customs were still kept up which were destined t The christening and baptizing of the church bell these, and so was the distributing of the blessed church in commemoration of the love-feasts of Christians. But when church services were over sports were in order, and the return home was lik scene of boisterous merriment and of pony raci young men. The marriage of young people was casion, for they understood well that the church low of divorces, and the marriage was in fact wh ported to be, a binding for better or for wors

Regularly it was preceded by a formal contract before a notary; the bans were published for three successive Sundays in church, and the wedding festivities were kept up for several days. But man or woman who after losing a spouse married a second time, and especially a third time, must expect a *charivari*, with which no police officer would trouble himself to interfere. The average of education among the people was low, for many never went to school at all, and the church schools, in which most of the education was given, were not of a high order, and taught catechism more than grammar or arithmetic. The ladies were fond of gay and picturesque dresses and of flowers and other simple decorations for themselves and their homes, and in these particulars good taste was general.

Detroit in this year 1837 had become a considerable town, having now perhaps eight thousand people. Old wind-mills upon which the people formerly relied for the grinding of cereals were coming now to be disused, though some were still standing. The noble river in front of the town offered, at all seasons of the year, many inducements to sports and festivities, of which all classes of the people were eager to avail themselves. In the winter, when frozen over, it became the principal highway, and was gay with the swift-going vehicles. A narrow box upon runners wide apart made the common sleigh, and the ponies, sometimes driven tandem, seemed to enter into the spirit of racing almost as much as their masters. When there was no snow the little cart was the common vehicle of land carriage for all classes of the people; ladies went in it to churches and to parties, and made fashionable calls, being seated on a buffalo robe spread on the bottom, and they were backed up to the door at which they wished to alight, and stepped

upon the threshold from it. Now and then ther
ily which had a *caleche*—a single carriage with th
upon heavy leathern straps, with a small low s
for the driver, and with a folding top to be raise
rain. But the cart was a convenience which
could enjoy and appreciate, and it was especially
a town like Detroit, which was built upon a cla
had as yet neither sidewalk nor pavement.

Many Scotch were now among the business
troit, with a fondness for making money, an
knack at doing so. There were also some Irish
English, but the major part of the people wh
French were of American birth. Among these
now being established—what in fact had exis
though not in much strength—societies for lite
and enjoyment. The Detroit Young Men's Soci
of them, which for twenty years was to be an in
stitution in the town, and the training-school of
senators and judges. At the barracks, though
none now, there would shortly be a small milita
preserve peace on the frontier; and the officers
families would constitute an important and valua
to the society of the place at all times.

Detroit during the territorial period had to
tent monopolized political offices and influence,
still the capital and the commercial metropolis, i
domination had dwindled to a disputed hegemon
tant towns were springing up all over the south
the State, and several of them were already pron
had public journals which were conducted with
citizens who were well known abroad, and whos
was felt in other sections. Monroe, Ann Harbor

Tecumseh, Pontiac and Adrian were the largest of these and none of them was without ambitious men who aspired to leading positions in state affairs, and with ability to justify the aspiration. Wealth was as yet an unimportant source of influence, for there were few men of special prominence in that regard. The merchants handled most money; they went once or twice a year to New York to buy goods, and in the country they were obliged to keep general assortments of dry goods, wet and dry groceries, hardware, and boots and shoes; but wants were moderate in those days, and the stock, though general in kind, was small in amount and cheap in quality. By far the larger part of the people were small farmers who were now busy in bringing their land under cultivation; their fortunes were in their farms, and they subordinated everything else to converting their own labor into substantial and permanent value in improvements. Most of them were of New England descent; all the New England States were represented among them, and Vermont especially had sent a large contingent who were tired of rocky hillsides. But the majority were one generation removed from New England, being descendants of those who settled in New York and Ohio. Western New York, especially, was largely represented; the purchasers by "article" from the great land companies of that district having in many cases found themselves unable to complete their payments, had been glad to sell their "betterments" for enough to buy a lot of government land in Michigan and move with their families upon it.

It was a hard life which the pioneer farmers of Michigan had come to lead. A rude log cabin for a home, and the bare necessaries of life for their families contented them while they were clearing their lands; and the lessons of in,

dustry and economy would have been forced upc
the situation even if they had not learned them
the most of them had. When the cheapness of la
into account, their farms must be deemed small
perhaps a hundred and twenty acres; and hard
chills and fever incident to the clearing of a n
gave them sallow complexions and made them p
old; but in coming to Michigan they had calcula
much upon their own immediate advantage as u
their children an opportunity to "grow up with
try;" and they accomplished all they had counte
could see that year by year their possessions
in value, and could rely with confidence upon g
children the rudiments of education and a fa
the world, and on being independent in their c
ces in their old age. Even now, though they
supply all their wants from their farms, they
few debts, but postponed purchases when they
ing to barter for the articles they desired.

Of meats salt pork was the staple, and ma
people rarely had any other, but all had whea
bread and potatoes, and a hearty appetite n
nothing better. Many orchards were planted
were as yet in bearing, and fruit was a rare lu
people had little money with which to procu
the Eastern States, and none at all to expend
travagance of Southern fruits, which in after y
to become so common. They were forced, the
be content with the wild fruits of the country
wild crab or wild plum a preserve was made w
palatable as a relish to the monotonous diet of
if a few wild strawberries could be gathered in

blackberries later, they were great as well as rare luxuries In the swamps cranberries could be found to a limited extent, and on sandy plains whortleberries, but the resources in all these directions were limited and exceptional. For a time there would be deer, wild turkeys, and other game in considerable quantities, but the pioneer farmers of Michigan had little time to give to sport, and those who engaged very much in it were likely to become so far fascinated with its excitements as to fall gradually into the life of thriftless wood-rangers. On the prairies wild bees were abundant, and in the fascinating pages of Cooper one may read how men became skillful in following them to their homes and robbing them of their delicious stores. In some parts of central and northern Michigan the maple-tree furnished sugar orchards, and the Indians who still lingered in the State were sugar makers to a considerable extent. They also gathered berries in their season for barter with the white settlers, camping in temporary colonies for the purpose.

Few of the pioneers had brought their spinning-wheels with them, for as yet there were but few sheep in the State, and by the time wool had become abundant the old ways of working it up had passed away. For a while the material for garments, which in rural New England and New York were home-made, must be bought; but cheap, coarse cloth answered the purpose, and the wives and daughters made it up for use. The pioneers could not be particular about other qualities of their cloth than those of wear and comfort, and nobody could criticise the style or the fit. Silks for the woman and broadcloth for the man were rare extravagances; many a bridegroom destined to become an impor-

tant personage in business and political circles v
altar in Kentucky jean, and received his bride
the wedding journey from the bride's home to the
was made in an ox-team which was prized more
be a chariot and four because of what it promis
improvement. If it was winter, the vehicle n
home-made sled, with bent saplings for runners;
ing could be better, for nothing could be more su
times. There was little sentimentality in this, bu
New England hard sense, and good promise of dc
tues and contentment.

In early times pioneers sometimes made me
corn by pounding it in a hollow stump, but this v
done at this time. Other contrivances, which v
as primitive, were sometimes resorted to. On
person had constructed a mill, which answered an
purpose, by felling a tall tree and excavating a t
whole length of it on the upper side as it lay. T
was a foot in width at the top, narrowing as it de
small quantity of corn was poured into it, and
ground into meal by means of a heavy wooden wh
over it. The wheel was a section cut from the b
tree, and shaped to fit the trough, and was rolled
forth by two persons who took the ends of a pole
run through the centre of it. The use of the mil
to all, and it was a great neighborhood convenie
wheat, rather than corn, was the staple bread food
gan, and these rude contrivances would not m
The grist mill must be resorted to; and that r
day's journey, and the farmer who went that distan
small grist was never quite sure that he would no

mill out of repair, or not running from want of water, or because the miller was prostrated by one of the fevers incident to a new country; and then he might be compelled to go farther to another mill, or to retrace his steps and repeat his tedious journey at another time.

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DEPARTMENT

FOR

THE UNIVERSITY OF CALIFO

EDITED BY PROFESSOR FRANK SOULÉ.

THE CALL FOR PUBLIC SPEAKIN

[EXTRACTS FROM AN ADDRESS BEFORE THE NEOLÆA OF THE UNIVERSITY OF CALIFORNIA, NOVEMBER 20,

Is there, at this day, any special need of publ ers? Of men qualified to address and interest p diences?

Many would answer this question in the negati ceding that oratory had an important part to play i generations, they would say that its day has gone olden times the way to reach people was through tor. They were gathered in large numbers to learn lips the questions to be decided; he was to persu to act, or not to act, in any given manner. From came the impulses which moved whole communitie turned a nation to war or to peace. All themes c interest depended on the explanation and advocacy ticed and powerful speakers. It was so in the Gre

munities. Pericles ruled by his "Olympian" gift of oratory; Demosthenes "fulmined over Greece," and fired his countrymen to their enthusiastic but hopeless struggle against Philip. Even the demagogue Cleon had a rude power which made it dangerous to assail him. The "fierce democracie" of Athens could be swayed at will by her gifted orators.

At Rome there were two paths to power; one through the camp of the successful general; the other through the arena of the brilliant orator. Pompey the Great represents military success; Cicero, oratorical success. Cæsar was general and orator in one. In Cicero's "Brutus" we see a long list of Roman magistrates who relied largely on their power of public speech.

In ruder communities, rude but effective oratory has given influence to the leading men. It was so among the Germans, as described by Tacitus. The stirring words of their leaders were applauded by the clashing of armor. It has been so with our North American Indians; though these are by no means to be put on the same level with the ancient Germans. The unstudied eloquence of Indian chieftains is a true, but overwrought, element in many descriptions of savage life. Rude tribes and civilized nations have alike fostered the power of public speaking.

But is not all that changed, in our day, and among civilized peoples? In the times of old there was no printing press; no daily journal, circulating among all classes; no cheap and easy way of putting one's thoughts before other men's eyes. The eyes were entertained with theatrical and spectacular shows, but the ear was the intellectual gateway. *Now* the conditions are vastly different. The eye has become the intellectual gateway. Books abound, which put before the eye the best products of ancient and modern

intellect. Daily newspapers, supplemented b solid weeklies and monthlies, claim all the leis men. There has come to be a great economiz Unless for the very best speakers, men do no out of an evening, to run the risk of being intel tertained or gratified, when they are sure of inte ing at home. A writer's thoughts are put int spread far beyond the reach of his voice. The stituency vastly outnumbers the hearing constitu

Shall we not, therefore, give up oratory Teach children to read with ease and propriety everything to reading? What need of striving to art which is directly opposed to the drift and th the times?

Doubtless public speaking has suffered a dec England, parliamentary eloquence is not what i have Gladstone and Chamberlain, Hartington and Salisbury and Churchill! Where are the Cha Burkes, the Foxes and Sheridans, and younger Pit is off the stage. Gladstone alone bears aloft an the old banner, and he is just about to disappear. cial oratory, who is worthy to be compared with Passing to our own country, we ask at once, Whe Clays and Websters and Calhouns? There are "g ers" still; but oratory is in less request. Our na islature is less influenced by oratory. Speeches ar printing, and are often delivered to thin and i houses. The work of legislation is chiefly done i tees. Public lectures are going into disuse. The l ation delighted in Chapin and Parker, in Wendel and Beecher. One of these men survives, but is l a lecturer. Curtis is an accomplished lecturer, bu

service has gone to journalism. A few "funny men" can call together an evening audience; but it is very hard for the finest speakers to entice the people from their homes.

All this is conceded. Oratory has certainly lost ground. Many prominent educators seem not to regret the fact. The claim is boldly made that the press has quite superseded public speaking; that the chief attention is now to be bestowed on writing; that rhetoric may rightfully take the place of oratory in the training received for public life. The chill of this opinion is felt in college debating societies. Time was when, in preparatory schools and in college courses, ambitious young men loved debate more than anything else; when they would join the best society within reach; or, if they found none in existence, form one off-hand, and wrestle with their fellows with all the zest of a Grecian athlete. Is such the feeling, such the effort of students at the present day?

I am sorry to think that many students are committing a great mistake in this matter. Public speaking should not be given up; it ought not to become a lost art. The press is sure to hold all its present influence, and may become much more powerful than it is; but with it should still go the voice of the living speaker. Oratory is not a branch of education that can be dispensed with in our schools and colleges.

And the reason is, that there will still be a large place for the practised public speaker. Men are not influenced by argument alone; they are still more swayed by sentiment and feeling. A dry speaker will have a listless audience; but one who is himself moved by great thoughts and noble sentiments communicates the impulse to others. We call some speakers magnetic; and the term indicates a quality which many men may develop in a greater or less degree.

Even where there is no room for appeals to feeling, there is a charm oftentimes in the manner of statement. There is an "art of putting things" which will enlist the attention of any appreciative audience. Dry legal arguments can be made to glow with the light of intellect, shining through a commanding personality, producing an effect far beyond that of the printed page. So of all arguments addressed to the public mind. None of them can be as powerful in cold black and white, as when uttered by a sympathetic and winning human voice. Therefore public speaking will never die out. If the educated discard it, the ignorant will take it up. It is a power certain to be wielded: the only question is, Who is to wield it, the man of cultivated and well-balanced mind, or the untrained, one-sided, and therefore dangerous enthusiast?

Public speaking will still be in request, will still be potent and useful:

(1) For the statesman. Gladstone, in Midlothian, is now making the best fight for the Liberals of England, in their present struggle. It is true that his reported speeches reach many more than his hearers; but the spoken word, with its mighty impact and its enthusiastic reception, is the all-needful starting point for the national impression. A cold manifesto, issued from secluded chambers, would have far less influence. In like manner, Chamberlain and Salisbury and Parnell must appear in public, before large audiences of devoted adherents. In our own political campaigns, strong speeches stir the people more than any written word. The editors who have at command the most influential papers are glad to pose as statesmen addressing large public audiences. There is such a thing as over-speaking, especially when one

is a candidate for the highest office in the land. General Scott made one speech too much; and last year a distinguished candidate had one speech too much made to him. But the American people love oratory of the right sort. They hung on the simple words of Abraham Lincoln; and when another Lincoln arises, it will be well if he have taken equal pains to make his simple words effective. Californians would go far to hear another Edward D. Baker or Starr King, on another great political issue.

(2) The advocate will still need the power of public speech. I asked a prominent lawyer recently whether juries were now-a-days much influenced by the lawyers' addresses to them; and he replied unhesitatingly, Yes. So long as men have cobwebs in their brains, so long they will need clear, wide-reaching statement to brush the cobwebs away. So long as they have human sympathies in their breasts, so long they can be swayed by the pathos of human passion and suffering. If competent advocates fail to use the just power of eloquence, incompetent or unprincipled advocates will wrest from them their best weapons, and put justice to the blush. Men like Rufus Choate are needed to offset men like—some we wot of.

(3) The preacher must have some power of public speech, or his vocation is well-nigh gone. His profession is one that cannot be spared, till the world is much nearer the millennium. The higher, religious nature of man must be appealed to, the better motives summoned into activity. Men are not to be stirred by cold reasoning. They know better than they do; they need to be quickened by the glow of feeling, to catch inspiration from the inspiration of an earnest religious leader. This profession is not as prominent now as formerly. It has not

the old pre-eminence in culture and information. It has handed over much of its work to the religious and daily press. But it can not be spared; and if it is still to play a worthy part, it must rely largely on the power of public speech. If educated preachers throw away their advantage, ignorant enthusiasts will take their place in the popular heart. A new Dr. Franklin may not find another Whitefield to stir his emotions to their depths; but the uneducated, who sigh for religious comfort, will run after mischievous false prophets.

(4) Teachers need this power of public speech. They practice it, in fact, in their class-rooms, even with a small class of students. In all lectures, to larger numbers, they are public speakers: as Professor Silliman in the Yale of forty years ago, and Professor LeConte in our own University. Teachers are called, also, to address larger public audiences; as President Sprague, in his recent inaugural and in his popular lectures. Sometimes a college executive has to appear before a legislative audience, where he may win important appropriations for his institution of learning.

(5) Editors themselves gain greatly by such a power. At times an editor is chosen to some high office of trust, and others have it within reach; but they are men who are at home in public audiences. Horace Greeley was a practised speaker, though not an elegant one. J. R. Hawley, the editor and orator, has been Governor of his state, and is now a United States Senator; E. H. Roberts has been an influential Congressman; Henry Watterson is gladly heard as well as read.

(6) Physicians are called on to address public meetings; of members of their own profession, or meetings of a sanitary or still more general character. They often have to meet charlatans and quacks, and face them down in public.

(7) Scientists have special opportunities to meet the public, as well as to report to scientific gatherings. Science is the favorite watchword of the day, and no class of learned men are so eagerly heard as its professors. They have the public ear at present; can they keep it? Not if they neglect all "culture studies," and despise the "art of putting things." Such men as Huxley and Marsh have had the larger training, and have accustomed themselves to appearances in public. I believe that an exclusive attention to the sciences will cripple the power of scientific men, and lead to a reaction. These men will learn by a painful experience that the best measure of power requires something more than their own narrow range of acquisitions.

(8) Even poets are called before the public, and need to know how to appear there. Bayard Taylor had to represent his great country at Berlin; and he did it well. At the Court of St. James, James Russell Lowell has made a brilliant record for himself and his compatriots; and chiefly through his ability to express himself in public. Sidney Lanier gave a very attractive course of lectures at Baltimore.

(9) Every educated man is liable to need this power of public speech. There are important local meetings, where *some* voice will carry the day. He may be summoned to the legislature; and there much still depends on clear and forcible speaking. Let any student suppose himself there, and ask himself how much power he can wield; and how he can wield the most.

Our conclusion, then, must be that public speaking is not to die out; and that the power to speak acceptably and effectively in public is a power to be prized and resolutely sought.

PROFESSOR MARTIN KELLOGG.

Medea at sight. Four times a week, one year. Professor Bunnell.

Prescribed, Sophomore year, to all candidates for the degree of Bachelor of Arts; elective to students in the course in Letters and Political Science who have completed course I.

III. Sophocles, Plato, Lysias, Demosthenes.—Sophocles' Œdipus Tyrannus, Plato's Gorgias, Lysias' Select Orations, three Philippics of Demosthenes at sight. Lectures on Greek Archæology. Twice a week, first term; three times a week, second term. Professor Bunnell.

Junior elective in the Classical course.

IV. Demosthenes, Æschines, Aristophanes.—Demosthenes' Oration on the Crown, Æschines' Oration against Ctesiphon, Aristophanes' Frogs, Clouds or Birds; reading at sight. Three times a week, first term; twice a week, second term. Professor Bunnell.

Senior elective in the Classical course.

V. Lectures on Greek Literature.—Once a week during the second term. Professor Bunnell.

Senior elective in the Classical and Literary courses.

LATIN.

I. Livy, Sallust, Horace.—Two books of Livy, Sallust's Catiline, the Odes of Horace; Latin Composition. Four times a week, first term; five times a week, second term. Mr. Deamer.

Prescribed, Freshman year, to all candidates for the degree of Bachelor of Arts; prescribed, four hours a week for two terms, to candidates for the degree of Bachelor of Letters; elective, four hours a week for two terms, to students in the course in Letters and Political Science, who have passed the entrance examinations in Latin.

(1.) History of the formation of the French language; students' comparative grammar; parts of speech, irregular verbs; translating French exercises into English with special reference to idioms; syntax; written exercises from English into French; reading and translating La Bataille de Dames. Four times a week, first year.

(2.) Reading and translating: L'Avare, preceded by a biography of the author, and an exposition of his object in writing the play; difference of the language of his day from that of the present time discussed; Les Precieuses Ridicules, Phedre, Esther; La Tulipe noire, by A. Dumas; translations from Longfellow's Outre-Mer. Three times a week, second year. Mr. H. B. Jones.

Elective with German, in the Freshman and Sophomore years, to members of the Literary course and of the Colleges of Agriculture, Mechanics, Mining and Civil Engineering; but students in the College of Civil Engineering are advised to elect French, those in the Colleges of Mechanics and Mining, German. Members of the Classical course have an election, at the beginning of the Sophomore year, between this course and German, and studies in History and Political Economy.

II. Reading and Translation.—Le Bourgeois Gentilhomme, Le Misanthrope, Les Femmes Savantes, Le Cid, Iphigenie, Esther, Athalie. Translations from English into French. Three times a week, one year. Mr. H. B. Jones.

Elective in the Classical and Literary courses, in the course in Letters and Political Science, and in the Colleges of Agriculture and Chemistry. It can be elected, however, only by those who have finished course I.

III. Textes classiques de la litterature française, by Demogeot; translations from Pickwick Papers; articles

II. Goethe.—Selected masterpieces of Goethe, as Hermann and Dorothea, Goetz von Berlichingen, Iphigenie auf Tauris, Egmont, Goedeke's Goethe's Leben. Lectures on the topics under consideration. Written exercises. Three exercises a week for one year. Professor Putzker.

This course is open to students who have completed course I.

III. Lessing.—Selected masterpieces of Lessing, as Emilia Galotti, Nathan der Weise, Goering's Lessing's Leben. Lectures on the topics under consideration. Written exercises. Two exercises a week for one year. Professor Putzker.

Elective in the Classical and Literary courses, and in the courses in Letters and Political Science to students who have completed the work of at least course I.

ENGLISH.

I. English Prose Style.—Study of English prose composition on the basis of Minto's Prose Literature. Four times a week, one year. Mr. Bradley.

Elective in the courses in Letters and Political Science, prescribed in all other courses.

II. Preparation of Summaries.—Exercises in abstracting and tabulating. Once a week during the first term. Mr. Bradley.

Prescribed, Freshman year, in all the scientific courses.

III. History of English Literature.—A rapid survey of the whole field, followed by the study of representative authors in chronological order. Three times a week during the first term. Professor Cook.

Prescribed, Sophomore year, in the Classical and Lit-

IX. Advanced Old English; Beowulf. Critical study of Beowulf; lectures on Old English Grammar. Three times a week during the second term. Professor Cook.

Elective, Senior year, in the Classical and Literary courses, and the course in Letters and Political Science.

X. Themes.

Freshman Year—Four themes are required in all courses. Mr. Bradley.

Sophomore Year—Four themes each term are required in the Classical and Literary courses, and the course in Letters and Political Science; three themes each term are required in all the Scientific courses. Mr. Bradley.

Junior Year—Two themes each term are required in all courses. Professor Cook.

Senior Year—Two themes each term are required in the Classical and Literary courses, and the course in Letters and Political Science. Professor Cook.

For copies of the University Register, Bulletins and other printed documents relating to the University, address W. W. Leamer, Recorder, University of California, Berkeley."

OFFICIAL DEPARTMENT

EDITED BY WM. T. WELCKER, SUPERINTENDENT OF PUBLIC INSTRUCTION, AND ADAIR WELCKER, DEPUTY SUPERINTENDENT.

DEAR MISS: In reply to yours of the 11th, I have to say: That if it proves on inquiry that the pupil referred to in your communication does not use tobacco, by order of his doctor, he should be directed not to use it; and if he continues to use it, he should be punished for disobedience of your directions.

DEAR SIR: Section 1545 says that the Superintendent "*must*, when there is sufficient money in the fund of any school district to maintain a free school therein for six months, * * appoint a teacher," etc.

DEAR SIR: The fact that one of the Trustees of a school district is the father of the teacher will not prevent the teacher from drawing pay for his services; nor does this relationship make the Trustee an interested party in the contract in the sense used in Section 1876, Political Code.

DEAR SIR: Subdivision 15, Section 1617, gives to the Superintendent of Schools "the power to allow children to attend school in such district as their parents may select," upon the appeal mentioned in that section.

DEAR SIR: In answer to your letter of the 12th instant I beg leave to say that the law is plain, and no person without a legal certificate in full force can teach any time, however short, in the public schools of the State. See Sections 1860, 1701 and 1696. The first subdivision of the latter requires every teacher in the public schools of the State, "before assuming charge of a school [to] file his certificate with the County Superintendent." Of course he cannot file a certificate if he is not the holder of one.

DEAR MADAM: The matter of recommending applicants for diplomas is left to the discretion of the County or City Board of Education. The lady referred to in your letter of the 24th has taught a sufficient length of time, but the local board has a right to refuse to grant a recommendation on other grounds. The fact that her certificate and educational diploma has expired does not affect the matter. A life diploma may be granted notwithstanding this fact.

DEAR SIR: Educational diplomas cannot be renewed. A new diploma, however, will be granted by the State Board of Education upon a new recommendation from the County Board; but it will not have the powers of the instrument which I return herewith, for that was granted under a different law from the one now in force.

DEAR SIR: In order to obtain a duplicate diploma, you should send to the State Board of Education an affidavit setting forth: That immediately prior to ——, 188 [the date of its loss or destruction], you were in possession of a [Life or Educational] diploma granted to you by the State Board of Education of California on the —— day of ——, 188 .

That on the —— day of ——, the same was lost or destroyed. Then set forth the circumstances attending its loss or destruction, and the nature of the search that you have made for the missing document, if it was lost.

DEAR SIR: We have a printed list of Normal Schools in a work called the Educational Year-book, and among others is mentioned the Northwestern Ohio Normal School. This book does not call it a State Normal School; but even if it did, a statement in such a work would not constitute either proof or disproof of the fact. You had better write directly to the institution, or else examine the Statutes of Ohio. Though two Normal Schools are identical in their nature, the County Board of Education may grant a certificate to the graduate of one school upon a diploma of that school, and refuse such a certificate to the graduate of the other school. It is a matter left entirely to their discretion.

A BLAST FOR THE 'TEACHER.'

Healdsburg Flag.

We take pleasure in calling the attention of teachers, pupils and parents to the October number of the CALIFORNIA TEACHER. In it Professor Welcker, Superintendent of Public Instruction, answers many queries put to him by trustees and teachers which would be of value to our section. One reply says: "Trustees of one district have a right to arrange for the instruction of pupils from another, and to settle the amount of tuition to be paid, *if any*." In another he says that he approves of good training in bookkeeping and business methods, but if a district desires more than the elements of bookkeeping taught, as provided by the law, it must raise money for the purpose locally. Again, he says that districts cannot dispense with any of the teaching force for the purpose of saving money for other purposes than teaching. Hence, we may conclude that if the apportionment allows so much to a district for a teacher's salary, the trustees have no power to diminish that salary. These are good hints for trustees in our section. He also decides that an expired county certificate cannot be renewed. *Also*, that teachers are entitled to draw salary during the *time of suspension* of school when that suspension is made in term time by law or by act of trustees. As our Healdsburg trustees have endeavored to evade the law by requiring our teachers to put in extra time in extension of term *free*, it would be well for them to communicate with the Superin-

There are papers on the San Jose schools and other subjects, all very able, and a poem by Professor H. C. Kinne, the first verse of which reads most excellently, as follows:

> "Go, look the world over, around and around,
> Make search that is tireless and long,
> For one whom all seek, but have never yet found:
> The teacher that never does wrong."

Josiah Allen's Wife's new novel, "Sweet Cicely; or, Josiah Allen as a Politician," seems destined to have a great popularity. The first edition of 5,000 are all sold, and a second edition is on the press, and yet the day of publication will not arrive until November 20th. The book is extensively illustrated. The publishers are Funk & Wagnalls, 10 and 12 Dey street, N. Y. The price will be $2.

"Skillful Susy" is the title of a forthcoming book by Elinor Gay, containing directions for making fancy articles for fairs, bazaars or for home use, in a neat, attractive, economical manner. The approximate prices of materials are given. The book contains many very novel ideas, and will be found particularly suggestive to those contemplating "home-made" Christmas or New Year's presents. To be issued in paper covers at 50 cents. Funk & Wagnalls, New York.

"The Wit of Women," by Miss Kate Sanborn, issued ten days ago (Funk & Wagnalls, New York), is already in its second edition. The work is receiving many warm commendations by the press. "The Journal of Commerce," New York, says: "In this dainty volume Miss Sanborn triumphantly vindicates the claim of her sex to the possession of a ready wit. One would think that this gift would never have been denied to women by their severest censors. But there are male writers, especially novelists, who, in their portraiture of women, purposely ignore wit and humor and persist in regarding those as the rarest qualities of the feminine mind. Miss Sanborn proceeds by a series of brilliant and apt quotations from the literary works of women to demolish that heresy. There could be no more complete

accompaniment to the daily recitation, much like that of the piano to the song. For this reason, diagrams, whose tendency is to take map-sketching away from the study of the text, and to make of it a separate branch of instruction, are to be condemned. They overload the subject. They are harder to draw than the map itself sometimes, and much more difficult to remember. Perforated papers are greatly to be preferred—one set for seat-work and one set for the blackboard. They are the simplest possible contrivances. For the map of New England they are perforated, say for Boston, Bangor and Burlington, and a few other points. The perforations are sufficiently large to receive the point of the pencil (or crayon). Placing the paper upon the surface upon which the map is to be sketched, and marking through the perforations, the pupil locates the various guide-points, and then, removing the paper, fills out between. Perforated maps for map-sketching have been prepared to accompany the Essentials. They contain only the localities mentioned in the text.

THE CENTURY FOR 1885–86.—The remarkable interest in the War Papers and in the many timely articles and strong serial features published recently in "The Century" has given that magazine a regular circulation of more than 200,000 copies monthly. Among the features for the coming volume, which begins with the November number, are the War Papers by General Grant and others. These will be continued (most of them illustrated) until the chief events of the Civil War are described by leading participants on both sides. General Grant's papers include descriptions of the battles of Chattanooga and the Wilderness. General Mc-

gard, McClellan, J. E. Johnston, Lew Wallace, Admiral Porter and others, we will send the twelve back numbers, November, 1884, to October, 1885, with a year's subscription beginning with November, 1885, for $6 for the whole. A subscription, with the twelve numbers bound in two handsome volumes, $7.50 for the whole. Back numbers only supplied at these prices with subscriptions. A free specimen copy (back number) will be sent at request. Mention this paper. All dealers and postmasters take subscriptions and supply numbers according to our special offer, or remittance may be made directly to "The Century" Co., New York.

RICHARD III, with Introductory Notes, etc., by B. Kellogg, A. M. N. Y. Clark & Maynard, publishers. This is one of that famous little series entitled "English Classics," regarding which the following just criticism has been made: "The editorial matter is all that could be desired to adapt the several works, or portions of works, included in the series to their educational purpose. Such cheap and well edited editions of English Classics will do more than aught else toward turning the study of English literature in the right direction. The study of English literature, so called, in perhaps the majority of our schools, consists for the most part of the study of literary biography and bibliography, on which students are catechised by some teacher. The student may be able to answer any question asked him on English literary biography, or bibliography, or history, or the cheap philosophy of English literature presented in his text-book, and on ten thousand other things relating to the literature, without ever having taken a single poem or

impassioned prose composition to his heart. Suc. ment has no more to do with literary culture speaking, than a knowledge of all the contents books to the great picture galleries of Italy woul do with any cultivation in the art of form and cc art student who takes one picture to his heart than he who crams himself with histories of art a ing guide-books. These are all well enough in as are manuals and histories of literature; but v are made to take the place of and entirely to ex means by and through which alone true literary an ture can be reached, if reached at all, they are w useless." These books are sent by mail by the p at $3 a dozen.

WHITNEY AND LOWELL CALENDARS FOR 1886.— that the writings of James Russell Lowell and Mrs Whitney are used for these two new calendars (pub Houghton, Mifflin & Co., Boston) is in itself enoug them unusually attractive; but apart from this, tl dars are among the prettiest in their decorations t yet appeared. The Lowell Calendar has an excel trait of the poet, and a view of Elmwood, his house bridge. The Whitney Calendar is printed in gold tints. The design is emblematical of the four seaso are symbolized by figures of little girls dressed i Greenaway" style, bearing a garland of spring and flowers, autumn fruits and winter holly. The color is excellent, and shows a marked advance over rec of this kind.

The popular Holmes, Emerson, Longfellow and

Calendars are reissued this year, their selections being newly arranged. All these Calendars measure nine by twelve inches, and are sold at the uniform price ot one dollar. It seems as if, wherever they go, they must have an educating influence, artistically as well as in a literary sense.

A NOTEWORTHY CATALOGUE.—Houghton, Mifflin & Co., of Boston, have just brought out a new edition of the Portrait Catalogue of their publications. It embraces a list of all the books they publish, under the names of the authors, arranged alphabetically. It contains new portraits of Charles Egbert Craddock (Miss Murfree) and Richard Grant White, besides those included in previous editions—Agassiz, Aldrich, Hans Christian Andersen, Bjornson, Browning, Bryant, John Burroughs, Alice and Phœbe Cary, Joseph Cook, Cooper, Emerson, Fields, John Fiske, Bret Harte, Hawthorne, Holmes, Howell, James, Miss Jewett, Lucy Larcom, Longfellow, Lowell, Parton, Miss Phelps, Scudder, Stedman, Mrs. Stowe, Taylor, Tennyson, Mrs. Thaxter, Thoreau, Charles Dudley Warner, Whipple, Mrs. Whitney and Whittier.

In addition to the works of the above-named authors, this Catalogue comprises most or all of those of the following writers:

Bacon, The British Poets from Chaucer to Wordsworth, Dr. John Brown, Carlyle, James Freeman Clarke, F. Marion Crawford, Richard H. Dana, Jr., De Quincey, Dickens, Goethe, Homer, Hoppin, Hughes, Mrs. Jameson, Samuel Johnson, Starr King, George H. Lewes, Henry Cabot Lodge, Macaulay, Owen Meredith, Montaigne, Mulford, Munger, Pascal, Piatt, Adelaide Proctor, Abby Sage Rich-

ardson, Saxe, Scott, Seward, J. C. Shairp, Sl
Dean Swift, George Ticknor, Virgil, and hundre
ers.

This Catalogue, which appears in an attra
cover, will be sent free to any one requesting it.

THE PROGRESS OF TEXAS.

The progress of Texas is a subject which is
a very entertaining and instructive manner, in the
number of the "North American Review," by t
Governor of the State, John Ireland. Governo
gives a brief outline of the remarkable history
from the days of the Spanish explorers to the pre
and maintains that no part of the world offers
ducements for the coming of all enterprising and i
people, and all who "seek their fortune." He r
of the beautiful tradition that "when the Spanish
first landed on the shores of Matagorda Bay they
by the natives with emblems of peace, and tha
word spoken by the chief, as he advanced to me
father who stood under the banner of the
'Tekas,' meaning welcome. By easy transition
came Texas, and thus named the province which
State. And "What of the State?" he asks, "
To what does she invite?

Embracing all the territory between the 94th
degrees of west longitude, and the 26th and 36th
north latitude—a territory of two hundred and se
thousand square miles—larger than New Engl
York, Pennsylvania, Ohio and Maryland combine
than the half of Europe, omitting Russia—she can
population equal to the present population of t
States, and yet not crowd her people. * Not or
the area of Texas is occupied or utilized. We ha
government, a moral, Christian population, with
progress and peace on every hand. Where on
such inducements for the present, and such pros
the future? Tekas—welcome! Come and share
all these blessings!

MEMOIR OF MYRTILLA MINER. Houghton,
Co., Publishers, Boston. This little work is an a
the school for colored children conducted by Miss

Washington before the war. It is a beautifully drawn sketch of her courageous character and lofty spirit, which accomplished so much for the cause of humanity. The book must interest every American who has pondered over the sad history of ihe African race.

ST. NICHOLAS.—An illustrated monthly periodical for boys and girls, appearing on the 25th of each month. Edited by Mary Mapes Dodge. Price, 26 cents a number, or $3.00 a year, in advance. Booksellers, news-dealers, postmasters and the publishers take subscriptions, which should begin with the November number, the first of the volume.

ST. NICHOLAS aims both to satisfy and to develop the tastes of its constituency; and its record for the past twelve years, during which it has always stood, as it stands to-day, at the head of periodicals for boys and girls, is a sufficient warranty for its excellence during the coming season. The editors announce the following as among the leading features for 1885–86:

A Serial Story by Frances Hodgson Burnett. The first long story she has written for children.

A Christmas Story by W. D. Howells. With humorous pictures by his little daughter.

"George Washington," by Horace E. Scudder. A novel and attractive Historical Serial.

Short Stories for Girls by Louisa M. Alcott. The first, "The Candy Country," in November.

New "Bits of Talk for Young Folks," by "H. H." This series forms a gracious and fitting memorial of a child-loving and child-helping soul.

Papers on the Great English Schools, Rugby and others. Illustrations by Joseph Pennell.

A Sea-coast Serial Story, by J. T. Trowbridge, will be life-like, vigorous and useful.

"Jenny's Boarding-House," a serial by James Otis. Dealing with newsboy life and enterprise.

Frank R. Stockton will contribute several of his humorous and fanciful stories.

"Drill." By John Preston True. A capital school-story for boys.

The Boyhood of Shakespeare, by Rose Kingsley. With illustrations by Alfred Parsons.

Short Stories by scores of prominent writers, including Susan Coolidge, H. H. Boyesen, Nora Perry, T. A. Janvier,

Washington Gladden, Rossiter Johnson, Joaquin Miller, Sophie May, Hezekiah Butterworth, W. O. Stoddard, Harriet Prescott Spofford, and many others.

Entertaining Sketches by Alice W. Rollins, Charles G. Leland, Henry Eckford, Lieutenant Schwatka, Edward Eggleston and others.

Poems, shorter contributions and departments will conclude what the *Rural New Yorker* calls "the best magazine for children in the world."

THE ATLANTIC MONTHLY for 1886 will contain serial stories by Henry James ("The Princess of Casamassima" will continue until August, 1886), Charles Egbert Craddock (author of "The Prophet of the Great Smoky Mountains," "In the Tennessee Mountains," etc.), William H. Bishop (author of "The House of a Merchant Prince.") Mr. John Fiske will contribute six or more papers on United States History, covering the period from the Revolution to the adoption of the Constitution. These papers discuss a portion of American history very imperfectly known, and cannot fail to be exceedingly engaging by reason of Mr. Fiske's ample knowledge and perfectly clear style.

Mr. Philip Gilbert Hamerton, the distinguished English writer, will furnish a series of articles comparing French and English people, character, opinions, customs, etc. Mr. Hamerton is peculiarly qualified, by his intimate knowledge of the French, as well as of his fellow-countrymen, to write on this subject; and everybody knows how delightfully he writes on social and personal topics, no less than on themes of art and literature.

Living Questions—The important political subjects which are certain to come conspicuously before the immediate future—Civil Service Administration and Reform, the Silver Question, the Tariff, our Indian Policy and questions in Social Science—all these will be discussed in THE ATLANTIC by men specially competent to treat them in a clear, adequate style, and in an unpartisan spirit.

The various features of THE ATLANTIC which have secured and maintained its remarkable prestige as a literary magazine will be carefully provided for during the coming year. Contributions may be expected from many well-known writers in different departments of literature, as follows:

Short Stories.—T. B. Aldrich, H. H. Boyesen, Rose

Terry Cooke, P. Deming, Mary Mapes Dodge, E. E. Hale, Sarah Orne Jewett, Elizabeth Stuart Phelps, Harriet Prescott Spofford, Constance Fenimore Woolson.

Poetry.—C. P. Cranch, Julia C. R. Dorr, O. W. Holmes, Lucy Larcom, James Russell Lowell, T. W. Parsons, Nora Perry, E. C. Stedman, Celia Thaxter, Edith M. Thomas, J. G. Whittier, William Winter.

Essays, Sketches and Criticism.—Phillips Brooks, John Burroughs, James Freeman Clarke, Susan Coolidge, John Fiske, O. B. Frothingham, E. E. Hale, W. T. Harris, T. W. Higginson, Oliver Wendell Holmes, W. D. Howells, Sarah Orne Jewett, H. D. Lloyd, H. C. Lodge, James Russell Lowell, J. Brander Matthews, James Parton, Harriet W. Preston, Elizabeth Robins Pennell, F. B. Sanborn, H. E. Scudder, N. S. Shaler, Goldwin Smith, Edith M. Thomas, Maurice Thompson, Mark Twain, C. D. Warner, E. P. Whipple, George E. Woodberry, L. C. Wyman.

Terms: $4 a year, in advance, postage free; 35 cents a number. With superb life-size portrait of Hawthorne, Emerson, Longfellow, Bryant, Whittier, Lowell or Holmes, $5; each additional portrait, $1.

E. P HEALD, Pres't. C. S. HALEY, Sec'y.

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